McDOUGALL'S SUGGESTIVE LESSONS IN ENGLISH

BOOK V

...GALL'S EDUCATIONAL CO., LTD.,
...N: 8 FARRINGDON AVENUE, E.C. 4
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M^cDOUGALL'S SUGGESTIVE LESSONS IN ENGLISH—*BOOK V.*

LESSON I.

THE SIMPLE SENTENCE.

Complete answers, as a rule, make simple sentences.

A. *Write out the questions below, and beneath each written question, write a complete answer. (Keep in mind what you have already learned about capital letters and punctuation marks.)*

1. Who is the king of Great Britain and Ireland?
2. What is the capital of England?
3. On what river does London stand?
4. Which is the first month of the year?
5. Which is the first day of the week?
6. Who commanded the British troops at Waterloo?

B. *Commit to memory:—*

Every simple sentence is made up of two parts—

(1) **What the sentence is about—the subject,**

(2) **What the sentence tells or asks—the predicate.**

C. *Break up each of your answer-sentences into two parts—(1) whole subject and (2) whole predicate.*

Thereafter in the same way break up the questions in exercise A.

D. *Copy these sentences, noting the punctuation marks.*

1. Britons never shall be slaves!
2. Welcome, wild North-easter!
3. Ruin seize thee ruthless king!
4. "Hearts of oak!" our captain cried.

Commit to memory:—

Simple sentences may be in three different forms—(1) question, (2) answer or statement, (3) exclamation.

LESSON 2.

THE SIMPLE SENTENCE AND ITS EXPANSION.

A. *Copy this table into your exercise-book.*

A Simple Sentence =	
I. Whole subject.	II. Whole Predicate.

B. **Simple sentences may be expanded, or made longer, by means of phrases added to subject or to predicate.**

Example :—Robin Hood lived in Sherwood Forest.
Robin Hood, *the merry outlaw*, lived in Sherwood Forest.

Copy the above, and then expand the sentences below by inserting, **between the commas,** *a phrase referring to the subject.*

1. William, , landed at Tor Bay.
2. Dublin, , stands on a fine bay.
3. William, , defeated Harold.
4. Christmas, , comes but once a year.
5. The cuckoo, , arrives in April.

C. *Arrange the words in sentences 1, 2, 3, when completed, in two different ways.*

Example :—In Sherwood Forest lived Robin Hood, the merry outlaw.

D. *Expand the sentences below by adding a phrase after the predicate which will express* **purpose.**

Example :—The farmer bought a horse and cart.
The farmer bought a horse and cart *to take his goods to market.*

1. Our friends came to the station..................................
2. The doctor was sent for..
3. The railway signal was kept up....................................
4. The fisher uses nets...

LESSON 3.

EXPANSION OF THE SIMPLE SENTENCE.

A. *Copy this table into your exercise-book.*

A SIMPLE SENTENCE =			
I. WHOLE SUBJECT =		II. WHOLE PREDICATE =	
1. Enlarging words or phrases.	2. Simple Subject.	1. Simple Predicate.	2. Extending words or phrases.

B. Simple sentences may be expanded by a series of adjectives placed before or after the subject.

Example :—1. A lesson was given by the teacher.

2. A *simple*, *clear*, and *interesting* lesson was given by the teacher, *or* A lesson, *simple*, *clear*, and *interesting*, was given by the teacher.

C. *Expand the sentences below by adding adjectives.*

1. A wind.............................. blew from the east.
2. A plough.............................. lay in the field.
3. A light.............................. was burning in the room.
4. A road.............................. stretched before us.
5. Visitors.............................. crowded the beach.

D. Simple sentences may be expanded by a word or phrase which answers the question "where?"

Example :—The moon was shining.

The moon was shining *in the sky*.

1. The child was asleep ....(*where?*).
2. The sheep were grazing..............................(*where?*).
3. The ship rode at anchor ....(*where?*).
4. The children were playing..............................(*where?*).

E. Simple sentences may be expanded by a word or phrase which answers the question "when?"

Example :—The moon was shining.

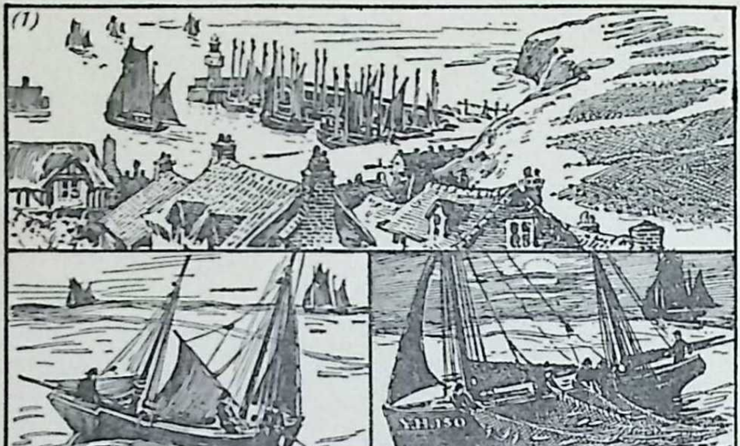
The moon was shining *in the early evening*.

1. The swallows come back..............................(*when?*).
2. The leaves wither..............................(*when?*).
3. The train arrived..............................(*when?*).

LESSON 4.

PICTURE ESSAY.

DESCRIPTION OF A FISHING VILLAGE.



A. *Answer the questions your teacher asks you.*

B. *Using the pictures write in your own words an essay on "A Fishing Village."*

LESSON 5.

THE SIMPLE SENTENCE.

(Shortening Sentences.)

A. Simple sentences may be shortened by condensing phrases into words.

Commit to memory :—

humorous = *full of* or *laden with humour ;* **malicious** = *full of malice ;* **fateful** = *full of fate ;* **doubtful** = *full of doubt, with some doubt connected ;* **audible** = *able to be heard ;* **picturesque** = *beautiful as a picture.*

Write the sentences below condensing the phrases in italics into single words.

1. A smile *full of humour* lit up the old man's face.
2. Eyes *full of malice* gleamed from the thicket.
3. Sounds *laden with fate* reached our ears.
4. In tones *full of doubt* he gave his consent.
5. His voice was scarcely *able to be heard !*
6. A scene *beautiful as a picture* lay before us.

B. *Commit to memory :—*

–Ous –ful –able –ible and **–esque** are **adjective-endings** oı **adjective-suffixes.**

C. *Make adjectives from the lists of words below by adding the proper suffix.*

1	2	3	4	5
peril	hope	agree	contempt	autumn
marvel	mercy	admire	corrupt	origin
mischief	thank	peace	digest	magic
study	watch	palate	defence	line
victory	wit	sale	reverse	universe

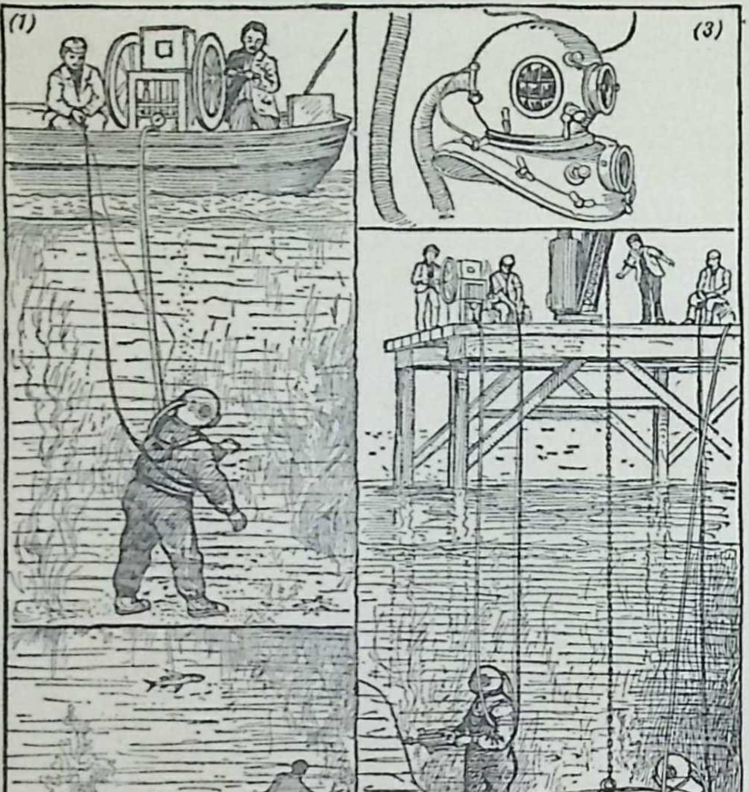
D. *Write the sentences below condensing the phrases in italics into single words.*

1. A house *to be desired* will be offered for sale.
2. By fire and water the goods were rendered *unfit to be sold.*
3. The boy *full of mischief* climbed over the wall.
4. The life-boatmen *full of courage* rescued the crew.

LESSON 6.

PICTURE ESSAY.

THE DIVER AND HIS WORK.



A. *Answer the questions your teacher asks you.*

B. *Describe in your own words the work of the diver.*

LESSON 7.

THE RIGHT WORD IN THE RIGHT PLACE.

A. *From the lists given select the correct adjectives for the noun.*

valuable	learned	remarkable	exquisite	interesting
sensible	terrible	refreshing	reproachful	worthless
violent	striking	hopeless	majestic	heroic

1. A — event. 2. A — necklace. 3. A — professor. 4. An — lecture. 5. A — remark. 6. Of — designs. 8. A — imitation. 8. A — look. 9. In — showers. 10. A — discovery. 11. A — explosion. 12. In — contrast. 13. — despair. 14. With — tread. 15. A — rescue.

B. *Fill in from the margin the correct adjective for the noun.*

1. **old, ancient, aged** — An — pensioner dressed in an — uniform shows visitors over the — palace.
2. **vain, proud, haughty** — The prince, — of his success and — of his powerful army, returned a — answer.
3. **withered, faded, decayed** — The flowers were — , the leaves — , and the trunk of the tree quite — .
4. **new, fresh, recent** — The — case of fever has led to a — outbreak in the — town.
5. **healthy, wholesome** — — food is required to keep the body — .

C. *Supply suitable adjectives for the blank spaces below.*

1. An — holiday. 2. A — palace. 3. A — storm. 4. A — ceiling. 5. — waggons. 6. — sunshine. 7. A — illness. 8. A — design. 9. A — seat. 10. A — answer.

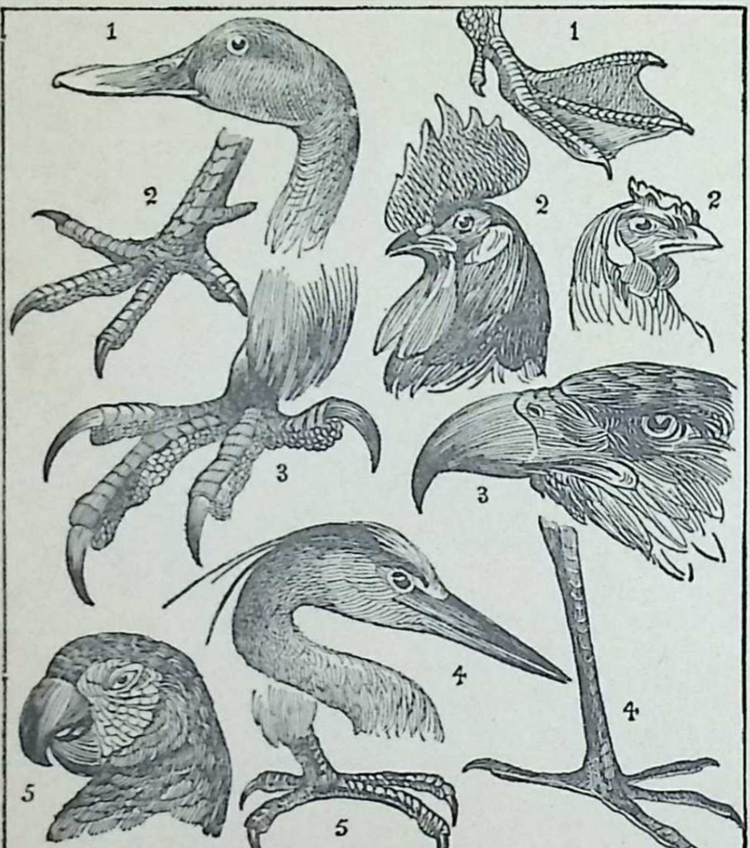
D. *Give a word opposite in meaning to the words below.*

1. Right or — . 2. Weak or — . 3. Safe or — . 4. Deep or — . 5. Straight or — . 6. Quiet or — . 7. Rapid or — . 8. Ornamental or — . 9. Obedient or — . 10. Wise or — . 11. Calm or — . 12. Civil or — . 13. Honest or — . 14. Mindful or — .

LESSON 8.

PICTURE ESSAY.

THE BEAKS AND FEET OF BIRDS.



1. Duck. 2. Barndoor Fowl. 3. Eagle. 4. Heron. 5. Parrot.

A. *Answer your teacher's questions.*

B. *Write a short essay on "The Beaks and Feet of Birds."*

LESSON 9.

THE RIGHT WORD IN THE RIGHT PLACE.

Certain words and phrases are used in a fixed way.

A. *Make sentences to show the correct use of the words in this list :—*

1. Break into ; break off ; break through ; break with.
2. Birds of a feather ; the white feather ; to feather an oar.
3. Call for ; call in ; call to mind ; call to account.
4. Clear away ; clear out ; clear up ; clear for action.
5. Drop in ; drop off ; drop anchor ; drop a line.
6. Make out ; make up ; make off with ; make-shift ; make his mark.
7. Succeed to, succeed in ; proof of, proof against ; perish by, perish with.

B. *Supply the correct words from the margin.*

1.	**shall** / **will**	We — meet you at the station. They — join us on the road.
2.	**can** / **could**	I hope you — come to-night. I hoped you — come to-night.
3.	**may** / **might**	I pray that he — return safe. I prayed that he — return safe.
4.	**shall** / **should**	England expects that we — do our duty. England expected that we — do our duty.
5.	**among** / **between**	Divide this money — the three brothers. Divide this money — the two sisters.
6.	**learn** / **teach**	We must — to face difficulties. The teachers — French and — it to the pupils.
7.	**stay** / **stop**	We — at the sea-side in summer. Does the train — at the village where they are — .

C. *Commit to memory the following words and their meanings and write sentences to illustrate their correct use :—*

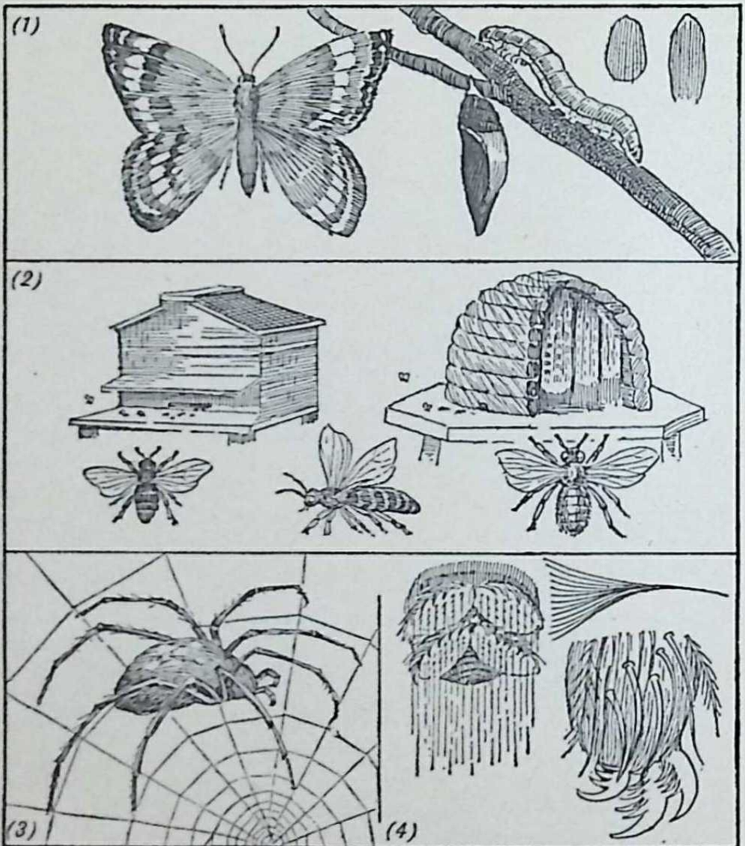
ally = *one who sides with another*, **alley** = *a narrow close or passage ;* **borough** (or **burgh**) = *a town*, **burrow** = *a hole underground ;* **gilt** = *a covering of gold-leaf*, **guilt** = *crime ;* **horde** = *a multitude*, **hoard** = *savings stored up ;* **key** *for a lock*, **quay** = *a harbour pier ;* **desert** = *a sandy waste*, **dessert** = *fruit after dinner ;* **profit** = *gain*, **prophet** = *one who foretells.*

Example :—Britain was the *ally* of Holland.
He lives in a small house in the *alley.*

LESSON 10.

PICTURE ESSAY.

COMMON INSECTS, ETC.



1. Butterfly. 2. Bee. 3 and 4. Spider.

A. *Answer your teacher's questions.*

B. *Write a short account of the pictures and what they teach you.*

LESSON II.

PARAGRAPHING.

A. The parts or sections of an essay are called paragraphs. There should be at least one for each of the heads. All sentences dealing with one idea are grouped together without a break and this group of sentences is called a paragraph.

Below is an Essay on "Wind." Read it over carefully, and write the essay in four paragraphs.

Wind.

When air is heated it rises, and cold air flows in to take its place. In this way air is set in motion. If the motion is gentle, as when air flows from an open window towards a fire, we have a draught. When the motion is more rapid and in the open, it is a wind. Different names are used to distinguish winds. There is the typhoon of the China Sea and the cyclone of the Atlantic. Summer winds are known as airs and breezes, and more violent winds are storms, gales, or hurricanes. Winds are useful for driving wind-mills and for sailing ships. In summer, winds blow with refreshing coolness. They serve also to dry up our muddy streets. Winds enable boys to fly their kites and the yachtsman to skim over the waves. Winds, too, have their dangers, both on sea and land. Ships may be wrecked and lives lost in a gale. A storm on land may blow down trees and buildings, and do damage in many other ways.

B. *Write the following short essay in three sections or paragraphs.*

Newspapers.

Newspapers are printed sheets containing information on current events in our own and other countries. They are usually published daily and in this country they are sold at one penny or one halfpenny. The uses of newspapers are many and varied. They supply us with news, and they help us to do business. As a rule, they are methodically arranged. There are news columns, and columns of advertisements referring to amusements, meetings, and employment. There are also columns giving views on public events. The articles in these are known as "editorials" or "leading articles"

LESSON 12.

(*Stage* 1.) **ESSAY-WRITING.** (*Outline.*)

SPRING.

A. *Consider the following outline or summary.*

General facts.—First of the seasons—often taken as from March 21 to June 21—days grow longer—weather milder.

Plant-life in Spring.—Signs of life appear—woods and way-sides gay with flowers—crocus, snowdrop, primrose, cowslip, anemone—trees and fields grow green.

Bird-life in Spring.—Return of migratory birds—cuckoo, wagtail, swallow, etc.—singing, mating, and nesting of birds.

Farm-work in Spring.—Farmers busy—ploughing—sowing of seeds—shepherds busy with flocks.

B. *Copy out the following specimen essay.*

(*Stage* 2.) (*Completed Specimen.*)

Spring is the first of the four seasons. Spring is often taken as lasting from March 21 to June 21. The days gradually grow longer. The longest day is reached on June 21. The cold weather of winter slowly changes to milder and finer weather.

Plants show signs of returning life in Spring. The woods and waysides become gay with flowers. Snowdrops and crocuses are followed by primroses and cowslips. Later come daisies and buttercups. In early Spring the trees become green with the bursting of the buds. The fields take on a fresher look.

Spring is a happy time for birds. Crowds of migratory birds return from their stay in other lands. The air is filled with their varied songs and cries. The call of "cuckoo" is a sure and welcome sign of Spring. Among other birds that appear in Spring are wagtails and chaffinches. Birds choose their mates in Spring. Then comes the busy time of nest-building.

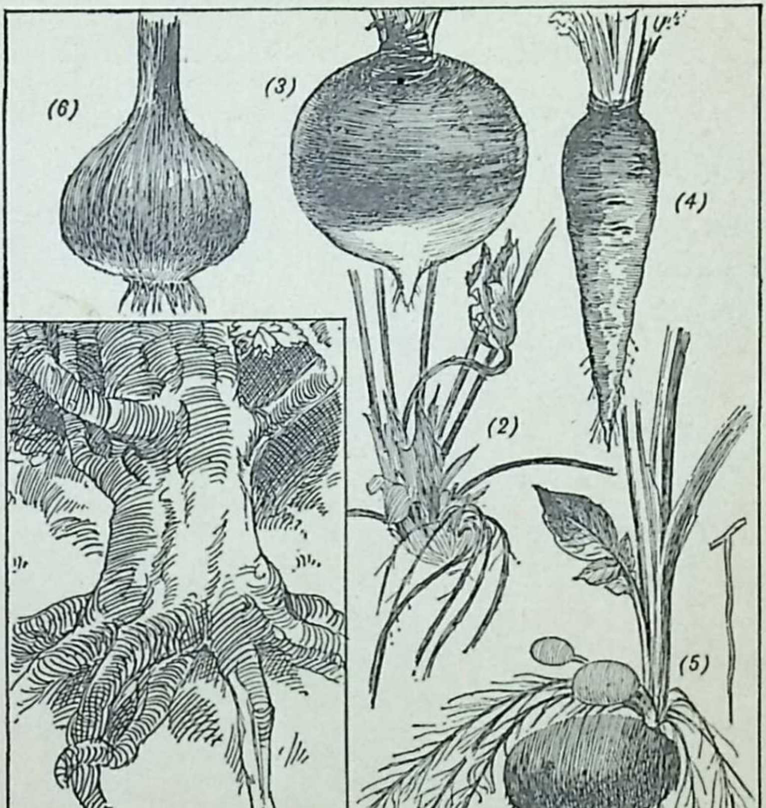
Spring is a time of hard work for farmers and shepherds. The fields must be ploughed and the seed sown. Shepherds, too, have a busy and anxious time out of doors, and have long hours to work and long distances to travel.

C. *Write from memory a short essay on Spring, using the ideas contained in the above. Do not try to give the exact words used in the book. Even if you remember them you will find it better to change the essay by altering the order of the words.*

LESSON 13.

PICTURE ESSAY.

ROOTS AND FALSE ROOTS.



1. Oak. 2. Strawberry. 3. Turnip. 4. Carrot. 5. Potato. 6. Onion.

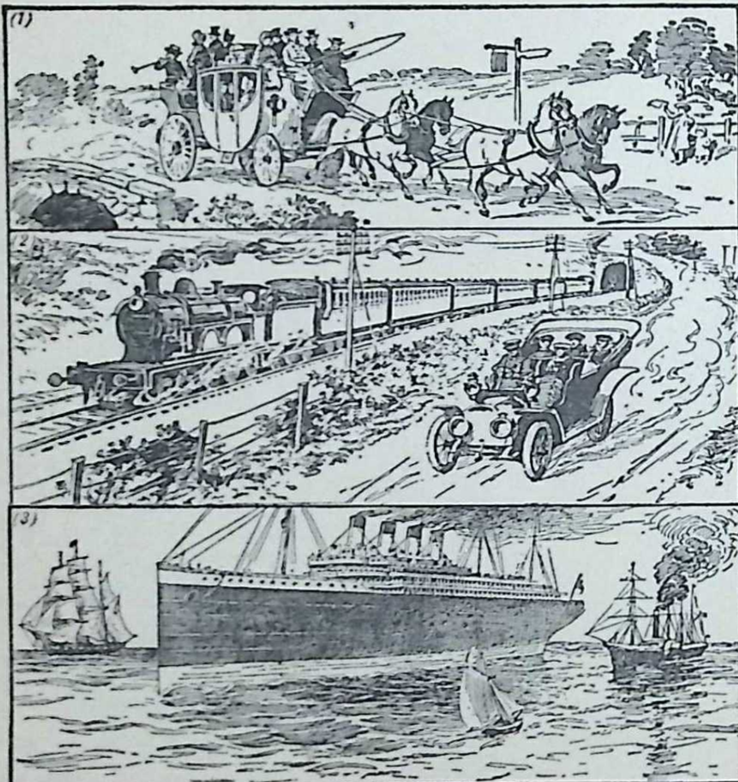
A. *Answer your teacher's questions.*

B. *Write a short essay on "Roots and Stems of Plants."*

LESSON 14.

PICTURE ESSAY.

MODES OF TRAVELLING.



A. *Answer your teacher's questions.*

B. *Write a short essay on "Different Ways of Travelling."*

LESSON 15.

ADJECTIVES OF IRREGULAR COMPARISON.

A. *Commit to memory :—*

Positive Degree	Comparative Degree	Superlative Degree
(bad), (evil), *or* (ill)	worse	worst
(good)	better	best
far	farther	farthest
(forth) *	further	furthest
fore	former	foremost *or* first
late	later *or* latter	latest *or* last
(little)	less *or* lesser	least
(much *or* many)	more	most
near	nearer	nearest *or* next
nigh	nigher	nighest *or* next
old	older *or* elder	oldest *or* eldest

B. Irregular adjectives in Composition.

Write :—1. *Bad* (*or evil*) company will corrupt *good* manners.
2. John is the *worse* writer of the two, James the *worse* reader.
3. Mary is the *better* writer of the two, Jane the *better* cook.
4. The *last* edition of the paper contains the *latest* news.
5. Glasgow and Leith are seaports, the *former* in the west and the *latter* in the east of Scotland.
6. My *elder* brother is *older* than yours.
7. The *eldest* of the family wears the *oldest* clothes.

C. Double comparatives and double superlatives are ungrammatical.

Correct the adjectives in italics.

1. Silk is *more costlier* than cotton.
2. Iron is *more harder* than lead.
3. Summer is *more pleasanter* than winter.
4. Deer are among the *most timidest* of animals.
5. Diamonds are the *most costliest* of stones.

* There is no positive *adjective* corresponding to *further* and *furthest*. The latter may, however, be adjectives, but are more usually adverbs.

LESSON 16

ESSAY-WRITING.

SUMMER.

A. *Read over the notes below.*

General Facts.—Summer the warmest season—the time of ripening—period sometimes taken as June 21 to September 21—sometimes as the months June, July, August—long days and short nights—skies blue and bright—storms rare—air health-giving—season welcome to invalids—a time of holiday and travel.

The Country in Summer.—Trees covered with dense green foliage—gardens and fields decked with flowers—crops well advanced—fruits ripen—birds everywhere—butterflies, bees and other insects in myriads—all nature full of life.

Farm Work in Summer.—Haymaking—hay cut when green—dried in the sun—harvesting of other crops begins—potatoes dug—turnips hoed—sheep-shearing and dipping—hedgerows trimmed—a time of continuous labour.

B. *Commit to memory the following phrases and the simpler words which express their meaning:—*

agricultural hands = *workers on a farm*; **a falling barometer** = *the sign of a coming change in the weather*; **incense-breathing morn** = *the morning full of sweet scents*; **sweltering heat** = *heat that makes one sweat*; **superabundance of moisture** = *too much rain*; **dust-laden atmosphere** = *air thick with dust*; **impetuous mountain-torrent** = *stream rushing down its steep bed*; **horticultural occupation** = *work in a garden*; **tropical temperature** = *extreme degree of heat*; **the roseate hues of dawn** = *the ruddy colours of early morning*; **myriads** = *countless numbers.*

C. *Show each of the above phrases and its equivalent as part of a sentence.*

Example:—Agricultural hands have early hours.
Workers on a farm have early hours.

D. *Write an Essay on "Summer" as far as possible in short simple sentences using the notes or summary in A.*

LESSON 17.

ESSAY WRITING.

AUTUMN.

A. *Study the following notes of an essay on "Autumn."*

Autumn.

General facts.—Autumn the time of ingathering—the time of reward for the farmer—period often taken as September 21 to December 21—gradual approach of cold weather—mornings frosty and chilly—days gradually shorten.

The fields and woods in Autumn.—Landscape shows fields of waving yellow crops—oats, wheat and barley—harvesting follows—whirr of the reaping-machine heard all around—the flowers fade—fruits ripen in the orchards—woods begin to show yellow, red, and orange tints—the fall of the leaf—autumn is "the fall of the year."

Birds and animals in Autumn.—Departure of the migratory birds, swallows, finches etc.—insects scarcer—game-birds (grouse, partridges, and pheasants) shot by sportsmen — hibernating animals (bats, dormice, and squirrels) make winter preparations.

B. *Commit to memory the following phrases and the alternatives which express their meaning:—*

golden grain = *yellow corn;* **leaves kindling into red** = *leaves changing from green to brown and red;* **a covey** = *a flock of grouse or partridges;* **a bite in the air** = *cold or frost in the air;* **sheaves** = *bundles of corn;* **hibernating animals** = *animals that pass the winter in sleep;* **fallow fields** = *fields ploughed but unsown;* **stubble** = *the short stems of the crops left after reaping;* **gleaners** = *those who gather the remnants of the harvest.*

C. *Make sentences to show the use of the phrases given in section B.*

Example:—Fields of golden grain delight the farmer.
Fields of golden corn are pleasing to the farmer.

D. *Write an essay on "Autumn" using the notes given under section A.*

LESSON 18

ESSAY WRITING

RAIN.

A. *Study the notes for an essay on "Rain" given below.*

Rain.

What rain is.—Rain the vapour in the air changed into water and falling in drops—(air—especially dry air—has the power of taking up water in an invisible form)—this water got from rivers, lakes, and seas'— wet clothes dried simply by water in them passing into air—process of water rising into the air called evaporation—vapour more readily taken up by warm air than by cold air, and so evaporation helped by the sun's heat—air mixed with vapour lighter and ascends, colder air flowing in to take the place of the ascending air.

Why rain falls.—Air laden with vapour ascending gets into colder region—there coldness makes vapour in the air visible—vapour visible high up called cloud; vapour visible lower down called mist or fog—process of turning vapour into cloud called condensation—if condensation carried far enough, clouds turned into water fall in showers of rain—condensation and rain-fall more common in hilly regions than in plains because of the colder air into which the vapour must rise.

What rain does.—Gives back to the earth the water borrowed by evaporation—waters the land, fills the rivers and the springs underground, washes streets and drains—sinking through soil dissolves minerals which form the food of plants—in many parts of the world people depend directly on rain for their water-supply, and severe hardship comes with a time of drought.

B. *Explain the phrases given below.*

The rainy season; an inch of rain; a rain-gauge; soft water; hard water; mineral water; the rainless belt; the rainbow.

C. *Write an essay on "Rain" using the notes given in section A.*

D. Make nouns by adding "hood" to the words in column 1, "ship" to the words in column 2, "ness" to the words in columns 3, 4 and 5, and "ing" to the words in column 6.

1	2	3	4	5	6
false	friend	barren	keen	ghastly	fulfil
girl	hard	mean	sudden	hasty	ship
priest	partner	open	stubborn	lonely	describe
likely	provost	plain	stern	misty	write

LESSON 19.

CORRECTION OF ERRORS.

A. Correction of errors in the verb after *either......or; neither ......nor.*

Correct the words in italics.

1. Either tea or coffee *are* refreshing.
2. Either my cousin or I *is* mistaken.
3. *Are* either of these pens yours?
4. Neither he nor his master *were* at fault.
5. Neither seeing *nor* hearing *seem* possible.
6. Neither of these books *are* wanted.

B. Correction of errors in the use of personal pronouns.

Correct the pronouns in italics.

1. *Us* two will join in your game.
2. It was *me* who posted the letter, not *him.*
3. *Me* and my sister are in the same class.
4. Jim and Bob saw you and *I.*
5. My companion got more than *me.*
6. That was intended for *we* children.

C. Correction of the double negative.

Correct by omitting one of the negatives.

1. It *won't* rain, I *don't* think.
2. *Nothing* that he does *never* gives pleasure.
3. He said he would *not* repeat his warning *no* more.
4. I have *no* reply *neither* from brother *nor* sister.
5. *Nobody couldn't* live in such an atmosphere.

D. Correction of "that" used as an adverb.

Correct the words in italics.

1. He was *that* tired he fell asleep.
2. The night was *that* dark we lost our way.
3. The house was *that* old the roof was falling in.

E. Correction of "like" used in place of "as."

Substitute as *for* like.

1. You prepare the ground *like* you would a flower-bed.
2. He took my offer *like* a fish takes a worm.
3. I wish I could speak French *like* you can.
4. James is studious and earnest, *like* his teacher was.

LESSON 20.

ESSAY-WRITING.

WINTER.

A. *Study the notes on "Winter" below.*

Winter.

General facts.—Winter the coldest season of the year—in sharp contrast with summer—a time of seeming death in nature—period, December 1 to March 1, or December 21 to March 21 according to different ways of reckoning—days short, often dark and gloomy—nights long and dark—snow storms and frost frequent—a time of distress for the poor and the weakly.

The Country in Winter.—Fields bare and deserted—trees leafless except for evergreens, the ivy, holly, and laurel—no sign of life in tree or plant—birds scarce and tame—singing of birds almost entirely ceases—insects killed off—beautiful landscape after snow-storms—roads and railways blocked with snow.

Winter pastimes.—Winter games supply exercise and movement—football, golf, etc.—ice pastimes, skating, curling, snowballing—long evenings lead to indoor amusements, parlour games, dancing—winter includes Christmas, a time of festivity and goodwill.

B. *Commit to memory the groups of equivalent phrases below :—*

arctic surroundings = (*places covered with*) *ice and snow;* **apparent lifelessness** = *seeming death;* **a bewildering blizzard** = *a blinding storm of wind and snow;* **the gathering twilight** = *the darkness coming on;* **the comfortable hearth** = *the cosy fireside;* **deserted solitudes** = *lonely places;* **Yule-tide** = *Christmas time.*

C. *Show each of the above phrases and its equivalent in sentences.*

Example :—The polar bear dwells amid arctic surroundings.
The polar bear lives in places covered with snow and ice.

D. *Explain the following :—*

Winter solstice ; a green yule ; a lunar halo ; aurora borealis ;

E. *With the help of the notes above, write an essay on "Winter."*

LESSON 21.

PRESENT AND PERFECT PARTICIPLES

AS ENLARGEMENTS OF THE SUBJECT.

A. *Commit the table to memory.*

VERB	PRESENT PARTICIPLE	PERFECT PARTICIPLE
come	coming	having come
go	going	having gone
do	doing	having done
rise	rising	having risen
speak	speaking	having spoken
write	writing	having written
win	winning	having won

B. *Make one sentence out of each pair of statements by changing the verb in italics into a participle, present or perfect.*

Example:—Summer *comes* round. We get our annual holidays.
Summer *having come round*, we get our annual holidays.

1. The trapper *went* to the forest alone. He was set on by wolves.
2. The sun *rose*. The mist was scattered.
3. The pupils *did* their tasks. They went out to play.
4. The lecturer sat down. He *had spoken* for two hours.
5. The general *wrote* his dispatches. He set out for the front.
6. The visitors *won* the match. They were loudly cheered.

C. *For the participial phrases below supply suitable subjects and predicates so as to make complete sentences.*

Example:—The bee, *flitting from flower to flower*, gathers honey for the comb.

1. — , rising in dense clouds, —
2. — , falling in soft white flakes, —
3. — , shining brightly overhead, —
4. — , treading softly and stealthily, —
5. — , toiling and straining, —

LESSON 22.

SUMMARY OF A POEM.



A. *Look at the picture; then listen to the poem on the death of Sir John Moore which will be read to you.*

B. *Copy the following.*

[It is a summary of the poem (that is, it tells the story of the poem in prose) and is given as an example for you to follow in writing summaries of other poems.]

The burial of Sir John Moore was hurriedly carried out, at night, during a lull in the fighting. A grave was dug within the ramparts, the soldiers using their bayonets as spades. With little ceremony the dead hero was laid in the grave. There was neither funeral march played nor salute fired. The moon and a few flickering lanterns supplied light to the burial party. The dead body was without either shroud or coffin. A military cloak formed its only covering. At the grave-side only a few short prayers interrupted the silent farewell. The grave itself was unmarked either by tombstone or inscription. Turning away from the grave the minds of the mourners were full of sad thoughts: They thought of their leader buried in a foreign land. They thought, too, of how in his own country he might be blamed for defeat. All this mattered nothing to the dead general. He was at rest for ever in the grave his soldiers had dug for him

C. *Commit to memory.*

a lull = *a stoppage;* **ramparts** = *protecting walls as of a castle, camp or fortress;* **ceremony** = *outer show;* **a shroud** = *a cloth in which a corpse is wrapped;* **interrupted** = *broke in upon;* **inscription** = *writing.*

LESSON 23.

ADJECTIVES AND ADVERBS IN CONTRAST.

A. *Compare :—*

Adjective and Noun	Verb and Adverb of Manner
1. A *bad* beginning	Beginning *badly*
2. A *slow* speaker	Speaks *slowly*
3. *Correct* spelling	Spells *correctly*
4. *Happy* lives	Lives *happily*
5. *Plain* dresses	Dresses *plainly*
6. *Good* behaviour	Behaves *well*
7. *Good* writing	Writes *well*
8. A *fast* runner	Runs *fast*
9. A *sour* taste	Smiles *sourly*
10. A *sweet* smile	Smiles *sweetly*
11. A *daily* paper	Published *daily*

B. *Supply suitable adverbs of manner.*

1. The bells peal —. 2. The wolf's jaws snapped —. 3. Darkness falls —. 4. The fire spreads —. 5. The child sleeps —. 6. The exercise was — written. 7. We spent the day —.

C. Adverbs, and phrases serving as adverbs, may be classified into adverbs of—1. **Time** 2. **Place** 3. **Manner.** 4. **Degree** 5. **Purpose.**

D. *Supply adverbs—single words or phrases—of time.*

1. The lark sings sweetly —. 2. Waterloo was fought —. 3. The swallows return —.

E. *Supply adverbs—single words or phrases—of place.*

1. The stars twinkle faintly —. 2. The crow builds its nest —. 3. The ship is lying —.

F. *Supply adverbs or adverbial phrases of degree.*

1. The load is — heavy for the horse. 2. The traveller was — tired, that he lay down. 3. These apples are — heavy.

G. *Complete the phrases of purpose.*

1. The sailor went aloft to —. 2. Twenty men were engaged in order —.

LESSON 24

SUMMARY OF A POEM.

LOCHINVAR.

A. *Listen to the poem read to you.*

B. *From your memory of the poem and from the notes on it printed below, write the story over again in your own words.*

The Knight himself.—Lochinvar a knight of the western district of the Scottish Border—his horse the best in the countryside—Lochinvar himself fearless—good broadsword only weapon he carried.

His visit to Netherby Hall.—Rode in all haste to Netherby Castle—stopped by nothing—swam broad and deep river Esk—his purpose to stop the marriage of his promised bride with a mean and cowardly man—strode boldly into bridal hall—both bridegroom and bride's father alarmed—Lochinvar said visit was to say farewell—wine cup was passed round and dancing begun—Lochinvar and Ellen, as partners in the dance, much admired.

The flight of Lochinvar and Ellen.—Surprise in store—on whispered signal from Lochinvar Ellen and he made dash through doorway—Lochinvar's horse ready saddled outside—lovers mounted and fled—then off at full speed—in spite of much racing and chasing all over district, runaways escaped.

C. *Commit to memory :—*

a **knight** = *a gentleman soldier;* **Scottish Border** = *Scottish counties bordering on England;* a **laggard** = *a slow-going person;* a **dastard** = *a coward;* **Netherby Hall** = *a large house on the River Esk in Cumberland, the home of the Graemes.*

D. *Write the story over again from memory.*

LESSON 25.

PUNCTUATION—REVISAL.

A. Complete statements are marked off by periods.

Each of the numbered sections below contains three separate statements. *Write these, showing three separate sentences marked off by periods.*

1. The palace was for long a royal abode it is situated on the outskirts of the city beside it are the ruins of a chapel.
2. Winter is the coldest season of the year it is a time of frost and snow skating and curling are winter games.
3. Rivers flow down from the hills they get deeper and deeper in the end most rivers reach the sea.
4. Coal is got from mines it is dug out by miners it is sent abroad in great quantities.
5. Diamonds are got in South Africa they are very precious stones they have to be cut and polished by diamond cutters.

B. The period is used with shortened words, names, titles, and initial letters standing for words.

Write, putting in the periods as directed above :—

1. The letter was addressed to Geo Brown
2. Gen R and Capt K were in the tent.
3. Dr stands for doctor, and M D stands for doctor of medicine.
4. A M stands for *ante meridiem*, and means *before noon*.
5. P M stands for *post meridiem*, and means *after noon*.
6. *E g* stands for the Latin words *exempli gratia* and means *for example*, and *viz* stands for the Latin word *videlicet* and means *namely*.

C. Correct use of the apostrophe with pronouns in contracted form.

Write and put within brackets the equivalent pair of words for the first of each pair in italics.

Example :—He's (he is) slow at *his* work.

1. *We're* wiser to-day than we *were* yesterday.
2. *They're* diligent in *their* studies.
3. *You're* bound to obey *your* parents.
4. *Who's* the author *whose* books you prefer?
5. *He's* strongly rooted in *his* opinions.
6. *It's* not settled what *its* cost will be.

NOTE :—(1) Neither *ours* nor *yours* requires an apostrophe.
(2) In ordinary essay writing these contractions should not be used.

LESSON 26.

SUMMARY OF A POEM.

LADY CLARE.

A. *Write the substance of the story of Tennyson's poem from the following notes.*

Time of late spring or early summer—Lord Ronald about to wed his cousin Lady Clare—Lady Clare owner of great estates—very rich—deeply loved by her cousin—loved him equally in return.

Evening before marriage strange tale told by old Alice, the lady's nurse—the young lady not the real Lady Clare, but the nurse's own child—therefore poor and not of noble blood—real Lady Clare had died when a baby and the nurse had own child put in its place—thus Lord Ronald and not so-called Lady Clare true heir to all the estates.

On hearing the truth Lady Clare put aside every mark of a great lady—brooch of gold, diamond necklace put off—dressed in a plain gown of russet brown.

Asked by mother not to tell Lord Ronald that he was the real owner of the great estate—replied, "He shall have it though I should die to-night"—kissed her mother—set out for Lord Ronald's tower—On seeing her, her lover came out to meet her—rebuked her for plain and poor dress—her answer, "I am a beggar born and not the Lady Clare"—repeated the story her mother had told her—Lord Ronald only laughed—kissing her, declared that he would still marry her on the morrow and so make her Lady Clare.

B. *Write an essay on "The Story of Rosabelle."*

LESSON 27.

FORCE OF SENTENCES.

A. Sentences largely depend for force or for beauty on the arrangement of the words.

Read the sentences below, one by one. Then re-write using the numbersgiven with the words as a guide to the order or arrangement.

1. The bell sank[2] down[1] with a bubbling groan.
2. The village smithy stands[9] under[1] a spreading[3] chestnut tree.[5]
3. The[5] blazing hearth shall burn no[3] more for[1] them.
4. Then[1] the wild farewell rose[2] from[3] sea to sky.
5. Now[1] the lights[4] dance[2] on lawn and lea.
6. The winds[4] of heaven sigh[2] soft[1] o'er their grave.
7. The six hundred rode[6] into[1] the valley[3] of death.
8. Now[1] the last[4] long streak of snow fades.[2]
9. The breath of morn is[2] sweet.[1]

B. *Break up the above sentences into subject and predicate, first as they are given and then after re-arrangement.*

C. Simple words usually make better sentences than high sounding words and single words are to be preferred to roundabout phrases.

Replace by a simple word the word in italics and substitute single words for roundabout phrases :—

1. The *infantry scaled* the *precipitous* rock.
2. The boy replied to my *interrogations.*
3. There was a *huge multitude* at the *railway terminus.*
4. The *conflagration* lit up the street.
5. It is two o'clock on my *horologe.*
6. Stars twinkle in the *azure firmament.*
7. The *rosy messenger of dawn peeped above the horizon.*
8. The farmer was busy cutting down *the produce of his fields.*
9. His *medical adviser recommended a long voyage.*

D. *Things to be remembered in the writing of a simple sentence :—*

(1) The statement must be complete.
(2) Words must be carefully chosen.
(3) Expanding phrases may be added or omitted.
(4) The order of the words must be carefully considered.
(5) Simplicity in word and phrase should be the rule.

LESSON 28.

EXPANDING NOTES.

THE BATTLE OF AGINCOURT.

A. *Write a short account of the Battle of Agincourt from the notes given below.*

King Henry V. of England anxious to win French crown of France—sets sail from England with army—lands at mouth of Seine—marches towards Paris—captures many forts—retreats towards Calais—way barred at Agincourt by great French army—Henry undaunted—made stirring speech to troops—reminded them of English victories at Cressy and Poitiers—battle fought on St. Crispin's day 1415. Other leaders Exeter, York, Sir Thomas Erpingham leader of archers (last specially spoken of in Shakespeare's play "King Henry V." and in Drayton's "Ballad of Agincourt")—great volleys of arrows "that like to serpents stung" as Drayton says—English fought with great fury—Henry in hottest of fight along with brave nobles, Gloucester, Clarence, Warwick, Oxford, Suffolk. Great victory of English, great slaughter of French.



B. *Commit to memory :—*

Agincourt = *south of Calais in N. E. France;* **River Seine** = *a river in northern France flowing into the English Channel;* **Poitiers** = *south of Tours, scene of a battle between the English and the French, 1356;* **Cressy** = *in N. E. France, scene of a victory over the French, 1346;* **Saint Crispin** = *a martyr of the third century;* **henchmen** = *supporters.*

LESSON 29.

SUMMARY OF A POEM.

CASABIANCA.

[The poem *Casabianca* describes an incident which is said to have occurred on board the flagship of the French admiral during the Battle of the Nile, 1798.]

A. *Write the story of "Casabianca" from Mrs. Hemans' poem.*

"Casabianca" by Mrs. Hemans—a beautiful story of a boy who nobly did his duty on board a French man-of-war.

During Battle of Aboukir or the Nile, ship set on fire—almost all the crew left alive quitted ship—one courageous boy remained at post appointed to him.

Seeing danger boy called aloud to his father for leave to go—no answer—father dead.

"Speak, father, if yet I may be gone!" repeated the boy—still no answer.

Flames gradually nearer and nearer—brave boy's face and hair scorched—he held to his post—in despair, flames leaping around him, called once more, "My father! must I stay?"—still no answer.

Loud explosion of the powder store—ship with the faithful little hero blown into the air—boy one of the noblest heroes of the Battle of the Nile.

B. *Commit to memory :—*

A naval fight = *a fight at sea ;* **the admiral** = *the commander-in-chief of a fleet ;* **wooden walls** = *Britain's war-vessels of the 18th century ;* **a broadside** = *all the guns on one side of a vessel fired at once ;* **the crow's nest** = *a look-out place high up the mast ;* **powder magazine** = *the place where powder is stored ;* **to strike the flag** = *to haul down the flag in token of submission.*

C. *Make nouns from the following words by adding the noun-suffix -ity :*—civil, divine, eternal, fluid, generous, human, rapid, solid, severe.

Make nouns from the following words (1) *by adding the noun-suffix* **-er** :—buy, do, defend, listen, labour, rob, sell, swim, teach, wander, *and* (2) *by adding* **-or** :—act, collect, conduct, conquer, credit, debt, empire, inspect, profess, sail.

D. *Write an essay on "The Battle of Trafalgar." Notes will be given you by your teacher.*

LESSON 30.

DESCRIPTION OF A FAVOURITE BOOK.

ROBINSON CRUSOE.

A. *Expand the following summary into a connected account.*

Robinson Crusoe, the book I like best, must be general favourite among boys—many of my companions like it—have read it three or four times myself.

A story of very exciting adventure—told in quaint and simple way, easy to understand—author, Daniel Defoe, native of London, lived in 18th century.

Most interesting part of story begins with shipwreck upon lonely island, loss of all the crew except one man—the hero of the story—his name Robinson Crusoe.

Set up house with the help of things got from wrecked ship—good lesson to notice how Crusoe succeeded in inventing needful things he had not got.

To me best part of book where Crusoe finds out that savages—cannibals indeed—visit island—his own life may be in danger—rescue of black man Friday quite exciting, and funny too—after Friday's rescue, Crusoe not so lonely—human companion in addition to his parrot and his goats — Friday useful and faithful slave—helped in more than one desperate fight with cannibals who came to island.

Book full of interest right on to the end, but story of what happens after Crusoe leaves island not so thrilling as other part—quite pleased as I read of escape of Robinson Crusoe from the lonely island after a stay of over eight and twenty years.

Book called a novel but reads very like a true story—another reason why it is my favourite book.

B. *Add the verb-suffix* **-en** *to the following words :*—broad, length (*long*), wide, height (*high*), fat, fast, glad, moist, sweet, soft, strength (*strong*), thick.

C. *Add the verb-suffix* **-fy** *to the following words and parts of words,* false, glory, pure, simple, magni-, paci-, satis-, terri-.

Show by means of sentences the use of these words.

Example :—An honest man will never *falsify* his accounts.

LESSON 31.

ESSAY-WRITING.

KINDNESS TO ANIMALS.

A. *Write an essay from the following summary.*

Why we should be kind.—Many reasons why animals should be kindly treated both by children and by grown-up people—very helplessness of many of the animals ill-treated—good reason for giving them instead only the kindest of treatment—cruel treatment sometimes paid back with fang and claw by savage animals, but often only after cruel provocation by their human tormentors — how patient and long-suffering, our domestic animals!—willing horse overtaxes strength for man—faithful dog never happier than when doing man's service, while house pet—dog or cat—if ill-treated content to seek hiding place till trouble over—in all countries man has chosen certain animals as helpers or as companions—these creatures often entirely at his mercy—cowardly and cruel to treat them in any way harshly.

How we may be kind.—Simplest form of kindness to see that our four-footed friends are comfortably housed and well fed and, in case of beasts of labour, not overworked—full measure of kindness takes into account delight of animals in kindly word or caress from their master or mistress—this form of kindness often a pleasing feature in dealings of children with their pets—grown-up people sometimes forgetful of pleasure which animals experience from gentle word or kindly pat—in case of people who may not care to show affection to animals at least possible to keep from giving unnecessary pain—cruel lash, over-burdening, working when lame or with painful sores on the body, forms of unkindness still too common—true kindness not only guards against cruelties in ourselves, but helps to check and reprove them in others—to abandon pet animals to perish miserably or die by starvation, to give heedless pain in killing for sport, or in slaughtering to provide our food supply specially bad forms of cruelty—no doubt that with the practising of kindness people grow more kindly and humane—cruel sports once popular not now allowed simply because of the encouragement and the growth of the feeling of kindness in the nation at large.

B. *Write an essay on "Bird-Nesting" under the heads of* (1) "*Birds and their Nests,*" (2) "*Bird-Nesting a Pastime,*" (3) "*Bird-Nesting an Education.*"

LESSON 32.

ACTIVE AND PASSIVE VOICE.

A. *Consider the sentences below.*

1. (*a*) Parliament makes laws.
   (*b*) Laws are made by Parliament.

2. (*a*) Wellington defeated Napoleon.
   (*b*) Napoleon was defeated by Wellington.

There is no difference in meaning between the sentences of either pair; the difference is one in grammar alone.

In the sentences marked (*a*) the *verbs* are in the *active voice*; in the sentences marked (*b*) the verbs are in the *passive voice*.

Commit the following to memory :—

A verb is in the active voice when the person or thing represented by the subject does something to someone or something.

A verb is in the passive voice when something is done to the person or thing represented by the subject.

In changing from the active to the passive voice the help of the verb "to be" is required.

Thus in Examples 1 (*b*) and 2 (*b*) we have "*are* made" and "*was* defeated."

B. Notice that for the passive the verb "to be" is used along with the *past participle* of the principal verb. The verb "to be" is often used along with the *present participle*, but not to form the passive voice. In "He *was leading* the horse," "was leading" is in the active voice, while in "The horse *was led* by him" "was led" is passive.

C. *Pick out the verbs in the following sentences and say whether they are in the active or in the passive voice.*

1. The news was received in the morning. 2. He had taken his friend to the shop. 3. I will tell you what I saw. 4. The buckets were drawn up from the well. 5. He gave the order to the soldiers. 6. It was said that he would receive the appointment. 7. One was taken and the other was left. 8. The whole story can be told in a few words. 9. The women were drawing water at the well. 10. He was saying that he had had misfortunes in plenty.

LESSON 33.

ACTIVE AND PASSIVE VOICE.

A. *Re-write the following sentences, changing sentences 1-4 from the Active to the Passive voice, and sentences 5-8 from the Passive to the Active voice, but without altering the statement made.*

1. Summer rains *refresh* the thirsty ground.
2. William I. *defeated* Harold at Hastings.
3. Messrs Brown *will open* new premises in May.
4. The fire *has destroyed* a whole street.
5. The army *had been misled* by the spies.
6. The sailing ship *has been overtaken* by the steamer.
7. The town *was sacked* by the enemy.
8. Tigers *are trapped* or *poisoned* by the natives.

B. *Analyse the sentences in section A into subject and predicate.*

C. **Am, is, are, was, were, be, been** and other words that occur in the tenses of the verb "to be" are usually spoken of as **parts of the verb "to be."**

Because the above words taken from the tenses of the verb "to be" help to form the Passive voice in other verbs, **the verb "to be" is called an auxiliary (or helping) verb of voice.**

Similarly **shall, will, have, has,** and **had** are called **auxiliary verbs of tense.**

D. **Subjunctive Mood of the verb "To Be."**

Present Tense		Past Tense	
If I be	If we be	If I were	If we were
If thou be	If you be	If thou wert	If you were
If she be	If he be	If he were	If they were

E. Supply "be" where omitted :—

1. If she — not fair to me, what care I how fair she — .
2. If there—one righteous man among you the city shall be spared.
3. Though hills — cast amidst the seas.

F. Supply "were" or "wert" where omitted :—

1. If I — a sunbeam I know what I should do.
2. If thou — in the cold blast I'd shelter thee.
3. If he — worth his salt he would overcome the difficulty.
4. If I — an American, as I am an Englishman, I never would lay down my arms.

LESSON 34

DESCRIPTION OF A HOLIDAY.

A. *The following notes describe a summer holiday. Combine them into a connected account.*

(1) **Introduction.**—Different likings in the matter of holidays—some prefer country, some sea-side, others hill and mountain—perhaps most with taste for sea—our preference for sea—Lancashire coast nearest to Manchester where we live—Blackpool chosen.

(2) **Journey.**—Through coal-mining district to Preston—Preston to Kirkham—Kirkham along sea-coast by Lytham and St. Anne's to Blackpool—might have gone another way from Kirkham through the country by Poulton to Blackpool.

(3) **Description of place.**—Large town along sea-coast—open sea in front—at springtides and with strong west wind street sometimes flooded—fine air—has Eiffel Tower and Great Wheel—piers with concert-hall, etc.—many places of amusement.

(4) **What we did.**—In good weather (most of the time) often sat looking at the sea, sometimes on pier, sometimes on beach—sometimes went to concert hall on pier—once on the Great Wheel, and once on the Eiffel Tower—out for a sail two or three times—once took excursion to Isle of Man—many walks—often merely watched the people.

(5) **Return.**—After a fortnight at Blackpool travelled back to Manchester—all stronger—ready for new work.

B. *Write a short account of some holiday you have had. Make a summary like the summary of the Blackpool holiday under the same headings, viz., "Introduction," "Journey," "Description of Place," "What we did," "Return."*

C. *Write an Essay on "Climate" under the heads,* (1) *"What is meant by climate,"* (2) *"Factors in climate,"* (3) *"Effects of climate on character." Your teacher will help you.*

LESSON 35.

PAST TENSE AND PAST PARTICIPLE.

A. *Fill up the blanks in the following.*

1. **Bore** or **borne.**

He — his new trouble with a brave heart for he had already — greater griefs.

2. **Broke** or **broken.**

Having — his promise to my brother he — his word to me without remorse.

3. **Ate** or **eaten.**

Adam — of the fruit of which Eve had already — .

4. **Fell** or **fallen.**

The oak-tree — after the beeches had — .

5. **Flew** or **flown.**

A flock of gulls — overhead. They had — inland before the storm.

6. **Forgot** or **forgotten.**

The boy — how often he had — to do his appointed task.

7. **Shook** or **shaken.**

The wind — the leaves off the trees. The flowers were — off their stems.

8. **Spoke** or **spoken.**

He — for two hours but felt he had — in vain.

9. **Took** or **taken.**

The enemy — two days to count the spoils they had — .

10. **Wrote** or **written.**

In the letter I — these words were — , "I am writing you again, I have already — you three times."

11. **Rang** or **rung.**

The bell was — and the loud notes — over the town.

12. **Swam** or **swum.**

The diver — further than anyone had ever — .

13. **Did** or **done.**

He — more for his country than anyone before him had ever — .

14. **Went** or **gone.**

The explorer — on a journey on which no one previously had — .

B. *Write an essay on "Rivers" under the heads of* (1) "*Rivers, their different parts,*" (2) "*Uses of Rivers,*" (a) "*Drainage or Irrigation,*" (b) "*Supply of Motor power,*" (c) "*Navigation.*" *Your teacher will help you.*

LESSON 36.

ESSAY-WRITING.

THE REBELLION OF 1715.

A. *From the following summary write an essay.*

What led to the rising.—The "Fifteen" an attempt on the part of the Jacobite leaders with the goodwill of many Tories to restore to the throne of Britain the ancient Stewart dynasty—in Scotland at first the outcome of personal ill-feeling between the heads of the two political parties in Scotland, the Earl of Mar and the Duke of Argyll—the latter head of the Whig party in Scotland, friendly to the new Hanoverian line of sovereigns—Mar a prominent Tory with great influence in the northern Highlands of Scotland, and with many grievances of long standing against Argyll.

Chief Events.—Mar's first step to call at Braemar a meeting of Highland chiefs who might be trusted to take part in the rising—at this meeting arranged risings at one and the same time in the Highlands and Lowlands of Scotland, in the north of England, and in Wales—actual outbreak in September—about 6000 Highlanders gathered round Mar's standard, slowly moved southward—on hearing news Lowland Jacobite forces gathered, marched into north of England—joined by English rebels under Earl of Derwentwater and Mr. Thomas Forster—expected rising in Wales did not take place—failure of an independent movement in the south-west of England—drawn battle between Argyll and Mar at Sheriffmuir, near Stirling—same day rebel force in north of England hemmed in at Preston, and forced to lay down arms—arrival in Scotland of the prince for whom they were fighting—little help from him for his own cause which was, in reality, already lost—soon left again for France—break-up of Mar's army—no more serious trouble—many of the rebel leaders in prison—complete failure of rising.

B. *Commit to memory :—*

dynasty = *a line of kings or queens*; **political parties** = *men who take sides about the government of a country or part of one*; **simultaneously** = *at one and the same time*; **an indecisive engagement** = *a drawn battle*; **Braemar,** *in Aberdeenshire.*

C. *Correct the following sentences by changing the verb to the singular number.*

1. Not only Mar but Derwentwater as well *were* defeated.
2. Not only the army but the leader as well *were* dispirited.
3. James as well as Charles *have* been defended.
4. The horse as well as its rider *require* rest.

LESSON 37.

THE ANALYSIS OF THE SIMPLE SENTENCE.

A. *Write out the table below.*

The Simple Sentence				
I. Whole Subject		II. Whole Predicate		
1. Enlargement of Subject.	2. Simple Subject.	1. Simple Predicate	2. Object with Enlargement.	3. Extension of Predicate.

B *Write out the table referring to the subject.*

The Whole Subject	
I. Enlargement of the Subject	II. Simple Subject
1. **Adjectives**—one or more. 2. **A noun in the possessive case.** 3. **A noun in apposition.** 4. **A phrase**—beginning with a preposition, an infinitive, or a participle.	1. **A noun.** 2. **A pronoun.** 3. **An adjective**—without a noun. 4. **A phrase** — beginning with an infinitive, or a participle.

C. *Write out the table referring to the predicate.*

The Whole Predicate		
I. Simple Predicate	II. Object and Enlargement	III. Extension of the Predicate
1. A finite verb—one, two or more words. 2. Verb "to be" with complement.	See Subject and Enlargement in Table B.	1. An adverb. 2. A phrase of Time, Place, Manner *or* Purpose.

D. *Analyse* (1) *into whole subject and whole predicate and* (2) *in detail.*

1. The fierce young lions from Abyssinia attacked the tamer in his cage.
2. Singapore, the chief depot of trade in the East Indies, is a British possession.
3. The king's ships are found in all seas.
4. The brave fireman entered the burning building to rescue the children.
5. Berwick, on the East Coast route, is an ancient Border town.
6. In autumn by the water's edge the beavers build their huts.

LESSON 38.

SUBJECT AND PREDICATE.

A. Enlargements of the Subject—Four Kinds.

(*a*) *Supply adjectives where omitted.*

1. A — hurrah rose from the crew. 2. Tulips, — , and — grow in my garden. 3. A — , — growl came from the wood.

(*b*) *Supply a noun in the possessive case.*

1. The — claws tore the hunter's flesh. 2. The — coronation took place in June. 3. — footprints were everywhere.

(*c*) *Supply a noun in apposition.*

1. Nelson, the — , defeated the French. 2. Brown, the — , sells tea and sugar. 3. Burns, the — , wrote beautiful poems.

(*d*) *Supply a phrase where omitted.*

1. The noise — drowned our voices. 2. The guard — gave the signal. 3. The castle — overlooks the town. 4. A trap — was set by the keeper.

B. The Subject—Four Varieties.

(*a*) *Supply noun-subjects where omitted.*

1. The — draws a sledge. 2. — is got from the mine. 3. — cross the ocean.

(*b*) *Supply pronoun subjects* **(I, he, she, it, etc.)** *where omitted.*

1. — am the nephew, — is the niece. 2. — are juniors, — are seniors. 3. — is a soldier, — is a nurse.

(*c*) *Supply adjective-subjects where omitted.*

1. The — face danger. 2. The — lay past money. 3. The — are respected.

(*d*) *Pick out the phrase-subjects.*

1. Reading good books is profitable. 2. To read a good book does one good. 3. To rise early gives one a good start.

C. The Predicate—Two Varieties.

(*a*) *Pick out the simple predicate.*

1. The cuckoo calls. 2. The lark has been singing. 3. The work should have been finished.

(*b*) *Pick out the verb and the complement.*

1. My brother has been in the army. 2. The train is at the platform. 3. The chapel seemed all on fire.

D. The Extension of the Predicate.

Supply words or phrases where omitted.

1. The ship arrived — . (*Time*). 2. The cows graze — . (*Place*). 3. The labourer works — . (*Manner*). 4. They poured on water — . (*Purpose*).

LESSON 39.

ESSAY-WRITING.

THE REBELLION OF 1745.

A. *Write an essay on "The Rebellion of* 1745*" from the following notes.*

What led to it.—Since days of the "Fifteen" feeling of loyalty to "the king over the water" kept up—still ready to show itself whenever a chance arose—Prince Charles Edward "the young chevalier" or "the young Pretender" eager to head a rising at first opportunity—occasion when the armies of Britain were suffering defeat in Europe in the Maria Theresa wars—Prince left France with few officers, landed on west coast of Scotland—this signal for rising.

Events.—In Inverness-shire, army assembled with help of Cameron of Lochiel—preparations made for march on Edinburgh—Sir John Cope government commander with 3000 men—unsuccessful in trying to check Charles's advance on capital—Edinburgh entered by the Prince—James VIII. proclaimed king—Charles's court set up at Holyrood Palace—defeat of Cope at Prestonpans a few days later—Charles's hold on Edinburgh strengthened—anxiety of government—after delay of five weeks march on London begun—soon increasingly evident that rising was doomed to failure—delay at Edinburgh had given government time to make preparations—Highlanders lost heart and deserted their leader—almost no English recruits gathered in on the route—southward march stopped at Derby—retreat ordered—on return march Charles avoided important battle till the royal forces came up at Falkirk where he inflicted a severe defeat on them—need to retire to the Highlands—followed by the Duke of Cumberland—final engagement at Culloden Moor, disaster for Highlanders—by defeat of his army Charles's hopes lost—after many adventures escaped to France.

B. *Commit to memory* :—

loyalty = *faithfulness* ; **chevalier** = *junior member of a noble house* ; **the occasion occurred** = *the chance came* ; **Lochiel** = *a district in Inverness-shire* ; **suppressing the rebellion** = *putting down the rising* ; **recruits** = *men who join the army* ; **Culloden Moor** = *in Inverness-shire.*

C. *Write an essay on "The Capture of Quebec" under the heads* (1) *"British and French Rivalry in Canada,"* (2) *"Wolfe's Task,"* (3) *"The British Victory."*

LESSON 40.

LETTER-WRITING.

A. Specimen Headings and Salutations for Letters.

Copy towards the top right-hand side of your page the two lines forming letter-headings, and towards the left hand and below the level of the heading the line forming the salutation.

1. 30 *Brisbane Street,*
Greenwich, 1st *Feb.,* 1908.
Dear Sir,

2. 140 *Great Western Road,*
Sunderland, 4th *March,* 1908.
My dear Mr. Smith,

3. *The Royal Arms Hotel,*
Stirling, 23rd *Jan.,* 1908.
Dear James,

B. Conclusion or Ending of a Letter.

Copy towards the right hand of your page the three lines forming the pattern conclusions suitable for the headings above.

1. *I am,*
Your obedient servant,
(*Here sign your name.*)

1 (*a*) *I am,*
Yours very truly,
(*Here sign your name.*)

2. *Believe me,*
Yours very faithfully,
(*Here sign your name.*)

3. *I remain,*
Your loving cousin,
(*Here sign your name.*)

LESSON 41.

THE COMPOUND SENTENCE.

A. Simple sentences may be linked together to form compound sentences.

Write in one sentence each of the double or triple statements below by using the linking word or conjunction **and.**

1. The way was long. The wind was cold.
2. His voice broke. Tears rolled down his cheek.
3. The fair breeze blew. The white foam flew.
4. The night winds sigh. The breakers roar. Loud shrieks the wild sea-mew.
5. The ship drove fast. Loud roared the blast. Southwards aye we fled.

B. *Write in one sentence each of the double statements below by using the linking word* **but** *in sentences* 1, 2, *and* 3 *and the linking word* **therefore** *in sentences* 4 *and* 5.

1. The culprit begged for mercy. The judge turned a deaf ear.
2. I struggle to forget. My struggles are in vain.
3. The merchant asked a higher price. The buyer would not yield.
4. You have deceived me. I no longer trust you.
5. His health was rapidly failing. He retired from business.
6. The chief had slain our kinsmen. We took revenge.

C. *Commit the following to memory :—*

Each part-sentence of a larger sentence is called a clause.
A clause that may stand alone is called a principal clause.
A compound sentence contains two or more principal clauses.

D. Carefully consider the sentences below and you will find that by an alteration in the phrase in italics and the use of a conjunction you can expand each of these simple sentences into a compound sentence.

Use the conjunction **and.**

1. *Owing to the violent gale,* many vessels remained in port.
2. *Spurring on his war-horse,* the knight charged down on the king.

Use the conjunction **but.**

3. *For all your warnings,* he has not improved.
4. *Despite a careful search* the purse was not found.

Use the conjunction **therefore.**

5. *Because of his goodness of heart* he was respected.
6. *His friends failing him* he sought help from strangers.

•

LESSON 42.

LETTER-WRITING.

A. *Copy this pattern letter in full.*

(*Application for a favour.*)

Sudeley Road Council School,
Irchester, 7th April, 1908.

Dear Sir,

Our school football team would like to have one or two practice games this month, but we find it difficult to get a field for the purpose.

I beg to remind you that you were good enough to give us, last summer, the use of one of your fields for our school games. Will you be so kind as to help us again by giving us permission to play on your ground this year also?

This would give our team, and the whole school, indeed, very great pleasure.

I am,
Your obedient servant,
(*Here sign your own name.*)

B. *Write the farmer's reply to the above application.*

Blackhall Farm, Irchester—Any date after the above date—salutation, *My dear young friend*—mention receipt of application—his recollection of having seen and enjoyed the previous year's games—his willingness to grant the use of a field—mention three dates in April or May—his expectation that no harm or damage will be done on the farm—his good wishes—conclusion as below.

I am,
Yours very sincerely,
JAMES GLENTHORPE.

C. Addressing an Envelope.

Rule off a space 5 inches long and 3 inches broad and within the space copy this address:—

James Glenthorpe, Esq.,
Blackhall Farm,
Irchester.

LESSON 43.

THE COMPLEX SENTENCE.

A. *Consider the following :—*

(a) *Irish* lace fetches a high price.
Lace *which is made in Ireland* fetches a high price.
(b) The doctor showed *much anxiety.*
The doctor showed *that he was very anxious.*
(c) The salute was fired *at noon.*
The salute was fired *as the clock struck twelve.*

In the second sentence of (a) we have a clause serving the purpose of the adjective *Irish.*

In (b) we have a clause taking the place of the noun *anxiety.*

In (c) we have a clause taking the place of the phrase *at noon* which serves as an adverb.

Read by themselves the clauses which have been substituted for *Irish, anxiety,* and *at noon* and you will see that they cannot stand alone. They must be read with the principal clause to make sense. They are called **subordinate** and because they serve the purpose of an adjective, a noun, and an adverb respectively, the full names for the clauses are :—

(a) **Subordinate Adjective Clause.** (b) **Subordinate Noun Clause.** (c) **Subordinate Adverbial Clause.**

B. *Consider the following examples of complex sentences made by changing a phrase.*

1. The advantages *of his victory* were thrown away.
   The advantages *which should have come with victory* were thrown away.
2. The teacher explained *the method* of working the sum.
   The teacher explained *how the sum was done.*
3. He was taken ill *three weeks ago.*
   It is three weeks since he was taken ill.

C. *Commit to memory :—*

One principal clause with one or more subordinate clauses is called a complex sentence.

Make complex sentences out of the following by changing the words in italics into subordinate clauses.

1. *Spanish* mahogany is used in furniture-making.
2. The envoys confessed *their helplessness.*
3. The crows fly homeward *at sunset.*
4. The story was dragged out *to a wearisome length.*
5. He was overcome by the fatigue *of his journey.*
6. The amount *of his losses* was not stated.

LESSON 44.

LETTER-WRITING.

A VISIT TO A MUSEUM.

A. *Write a letter describing a visit to a museum or other public building. The following is an example of such a letter. Tell what you saw in the same fashion.*

40 Comiston Road,
Edinburgh, 8th June, 1909.

Dear Mary,

I must tell you about a delightful afternoon we spent on Saturday last.

We met our teacher, as arranged, at the school gate and made our way straight to the museum. This is one of the largest buildings in the town and inside of it there are very many curious and interesting things.

One room is filled with all kinds of stuffed animals, among which a gigantic elephant and a long-necked giraffe at once caught our attention.

Passing into another room we saw all manner of vessels, from the hollowed-out canoe of our forefathers to the latest type of ocean steamer. Of course the steamers were only models, but except in size they were exactly the same as the large steamers we saw at Greenock.

The clothes worn by foreign nations of the present time, and the dress of ancient peoples like the Romans are also to be seen. We knew beforehand that the clothes worn now-a-days are different from those worn in the seventeenth century—the pictures in our history-book show us that—but in the museum we learned that there are not two nations which dress alike.

We had just time to take a hurried walk through the other rooms, but we saw enough to make us decide to pay another visit soon.

With kind regards to you all,

I am,

Your loving cousin,

(*Sign your own name.*)

B. Addressing an Envelope.

Rule off a space 5 inches long and 3 inches broad and within the space copy this address.

Miss Mary Aitchison,
19 *Great Western Road,*
Glasgow.

LESSON 45.

LETTER-WRITING.

A. *Write a letter similar to that given below describing your own work at home.*

17 Abbots Road,
Gorton, 14th May, 1907.

Dear Aunt Mary,

What a busy day Saturday is in our house! There is no school, as you know, on that day, but with my share of the housework to do, I am quite as busy at home as at school.

I have baby to mind and to dress while mother makes breakfast. After the breakfast is over it is my regular task to wash up the dishes.

Next come the morning messages. With vegetables from the greengrocer, meat from the butcher, and odds and ends, I have quite a heavy basket to carry home.

I like cooking, and so I get a chance of helping with the soup-making. I clean and cut up the vegetables, and prepare the potatoes.

By dinner time mother has the house all tidy and that means a great deal, with beds to make, floors to scrub, and windows to clean.

In the evening I sometimes go out with father and mother and enjoy looking at the pretty things in the shop windows. Last Saturday we called on Aunt Jenny and had a nice cup of tea and a long chat.

Write me soon and let me know how you are getting on at your dressmaking class.—With kindest regards,

I am,
Your affectionate niece,
(Sign your own name.)

B. *Write a letter like that given below describing your week's work at school.*

10 Union Street,
Newcastle, 17th May, 1909.

Dear Jim,

You ask me in your letter to tell you how we spend our time in school. Well, as you may guess, some of our days are more interesting to me than others. Friday is my favourite day in school. Perhaps you will think that is on account of its being so near Saturday, but there are better reasons.

On Fridays, we get our weekly physical exercises, and I always enjoy them.

On Fridays, in the classroom we get a lesson on a flower, or an insect, or an animal, or on something you can learn all about in the country. This is meant to teach us to use our eyes and our ears.

Of course we also get arithmetic, and reading, and writing and these lessons fill up our school day which lasts from 9 o'clock till half-past 4 o'clock. We have two hours at mid-day when most of us go home for dinner.

My brother and sister join me in kind regards.

I am,
Your loving cousin,
(Sign your own name.)

LESSON 46

THE RELATIVE PRONOUN—THE ANTECEDENT.

A. *Supply* **who** *where omitted.*

1. The artist — painted the picture is a Frenchman. 2. The nurse — tended the wounded is in hospital. 3. The children — were at the sea-side learned to row.

B. *Supply* **whose** *where omitted.*

1. The merchant — shop was burned down is my neighbour. 2. The enemy — fleet was sunk sued for peace. 3. The friend — advice I most prized is dead.

C. *Supply* **whom** *where omitted.*

1. The coward is a man — we all despise. 2. The woman — you assisted was grateful. 3. The fireman by — the child was rescued received a reward. 4. The people against — we fought are now loyal subjects.

Commit to memory :—

The noun which comes before the relative pronoun and to which the relative pronoun refers is called the antecedent.

D. *Supply* **which** *where omitted.*

1. The horse — I bought is lame. 2. The herring is a fish — is taken in nets. 3. The essay — I wrote received the highest mark.

E. *Supply* **that** *where omitted.*

1. Have you heard of the house — Jack built? 2. The trees — grow in my orchard bear no fruit. 3. The steamers — start from Cardiff carry coal.

F. *Commit to memory* :—

Who, whose, **or** *whom* **is used when the antecedent is the name of a person;** *which* **is used when the antecedent is the name of an animal or a thing;** *that* **may be used when the antecedent is the name of a person, place, animal or thing, and must be used after the superlative degree. The relative** *as* **is used after** *same, such,* **etc.**

G. *Correct the pronouns in italics, and in sentences* 4, 5, *and* 6 *change, in addition, the place of the preposition.*

1. The sailor *which* fired the fatal shot was in the rigging. 2. *Whom* do you say left the message? 3. The fox *who* stole the hens was trapped. 4. *Who* was this picture painted by? 5. *Who* shall we give this work to? 6. *Who* did you get the news from? 7. *Who* did you see? 8. *Who* do you wish to see? 9. I was doubtful *who* to send. 10. The bear *who* was performing was muzzled.

LESSON 47.

ESSAY-WRITING.

Historical Subject.

A. *Write an essay on "The Execution of Charles I.," using the notes given below.*

Date and causes of the execution.—Took place on the morning of January 30th, 1649—chief cause the king's wrong ideas on royal authority—arising from it frequent quarrels with parliament, and civil war with its cruel bloodshed—civil war ended in favour of Charles's opponents—after a time trial of king resolved upon by the leaders of the victorious army.

The Trial.—Oliver Cromwell, successful leader of parliamentary army, chief among those who were determined to put king on trial—court of his supporters created under the name of the High Court of Justice—this court held in Westminster Hall—charge against king, making war against parliament and the realm—Charles refused to plead, saying that court had no right to try him—no notice taken of king's objections—trial went on—on fifth day verdict of guilty agreed upon, and sentence of death passed—Charles standing mute and majestic while sentence read out.

The Execution.—Four days after sentence, execution in front of Whitehall Palace—morning snowy and cold—in spite of that, the streets, windows, and roofs crowded—a troop of Cromwell's soldiers guarding approaches to scaffold—calmly, and with quiet dignity, king walked on attended by Bishop Juxon—permitted to make a short speech, declared himself to have been in the right, and his death to be unjust—then surrendered himself to two masked headsmen who stood by—head fell at one blow—executioner held aloft severed head with cry, "This is the head of a traitor"—groans of pity from the crowd.

B. *Write an essay on "The Revolution of 1688" under the heads (1) "Causes," (2) "Events," (3) "Results." Your teacher will help you*

LESSON 48.

CONJUNCTIONS AND OTHER CONNECTING WORDS.

A. In combining simple sentences to form a compound sentence linking words, or conjunctions, are required.

Linking words are also required to join a subordinate clause to a principal clause.

The conjunctions used in joining one principal clause to another, or in joining clauses of the same rank are :—
and,[1] **but,**[2] **therefore,**[3] **and so,**[4] **however,**[5] **not only......but,**[6] **or,**[7] **nor, either...or, neither...nor.**

B. *Use the above conjunctions in the sentences below, in the order in which they are given.*

1. The officer commands — [1] the soldiers obey.
2. The crew shouted for help — [2] the wind drowned their voices.
3. The Sultan refused to release the captives, the admiral — [3] bombarded the town.
4. Milk was not to be had—[4] we contented ourselves with water.
5. The invalid tried one resort after another, his health — [5] did not improve.
6. He was—[6] head of his class—[6] he was also head boy of his school.
7. Face difficulties boldly — [7] they will overcome you.

C. Conjunctions and other connecting words used in joining subordinate clauses to principal clauses are given below.

1. To connect adjective clauses—The relative pronouns **who, whose, whom, which, that** and **as.**
2. To connect noun clauses — The conjunctions **that, how, whether,** and **if** (= *whether*).
3. To connect adverbial clauses—The conjunctions **after, before, till, until, ere, since, as, while ; if, unless ; though, although ; for, because, whereas ; that, in order that ; so that, so......that, as...as, than.**
4. To connect all three kinds—adjective, noun, or adverbial clauses—The adverbs **where, when, why, whence, whither, wherein, whereon.**

D. *Supply* **whither** *or* **whether** *correctly.*

1. He supported his master — right or wrong.
2. I knew not — to turn for help.
3. The general was doubtful — to attack or to retire.
4. — I go, ye cannot come

LESSON 49.

GEOGRAPHICAL DESCRIPTION.

A. *Write an account of "Holland," using the following notes.*

General description.—Small country north of Belgium and west of Germany—part of a great plain which includes north Germany and Denmark—west side of Holland below sea-level—protecting dykes 30 feet high and 200 to 300 feet broad—much land redeemed from the sea by drainage—canals and windmills to drive pumps features of the landscape.

The People.—Natives of Holland called Dutch—quaint national dress (now seen mostly in out of the way places), very short, blue, close-fitting jacket, with velvet collar; wide baggy trousers reaching high up; wooden clogs.

In character, brave, industrious, persevering, methodical—character formed by circumstances—excellent skaters—fond of gardening—grow bulbs (tulips, hyacinths, etc.)—homes gay externally and clean within.

Towns and History.—Chief town Amsterdam, built on islands—houses as in other Dutch towns painted blue, light green and black; roofs red, shutters green—canals cross and re-cross like our streets—diamond-cutting chief industry. Rotterdam, chief port—at mouth of Rhine—town a network of canals—ships right up among the houses—masts and chimneys side by side—trade in sugar, tobacco, and in spices from Dutch colonies. Haarlem—a town of gardens—tulips, crocuses and hyacinths—exports bulbs—famous in history. Leyden—famous historical town—long siege in 16th century by Spaniards—has university—Court residence at The Hague—Gouda makes and exports cheese—Utrecht, a treaty town (1713)—treaty closed War of the Spanish Succession — Helder, outport for Amsterdam, connected by canal.

B. *Commit to memory :—*

Natural features = *coast line, rivers, mountains etc.*; **climate** = *the general weather*; **productions** = *things mined, made, or grown*; **raw material** = *what has not been manufactured*; **textiles** = *things woven*; **commerce** = *trade in things bought and sold.*

C. *Write an essay on "A Coasting Voyage from Bristol to London." Your teacher will give you notes.*

LESSON 50.

GEOGRAPHICAL DESCRIPTION.

A. *Write an essay on "Edinburgh."*

General facts.—The capital of Scotland—beautiful situation—a city of hill and valley—an ancient city—consists of old town and new town—old town forms backbone of the city on a ridge leading down from Castle to Holyrood—new town around it—in old town, streets are narrow, houses old and high—in new town streets wide and spacious and houses mostly larger and modern.

Public buildings and monuments.—Edinburgh rich in public buildings — Castle, Holyrood Palace, St. Giles' Cathedral, museums, picture galleries—many beautiful monuments and statues—Scott's, Nelson's, lines of statues in principal streets.

Industries.—Comparative absence of large or important factories—tall chimneys scarcer than in most large cities—printing the chief industry—other industries, biscuit-making, manufacture of rubber and water-proofs, glue-making, cabinet-making, brewing.

Historical associations.—The Castle, its many sieges and tragedies—Holyrood Palace connected with the history of Queen Mary and of Prince Charlie—Greyfriars' Churchyard recalls the Scottish National Covenant—Edinburgh called by Scott on account of its place in story "mine own romantic town."

B. *Write an essay on "The River Thames," using the summary given below.*

Source and Course.—Rises in Cotswold Hills—flows through east of Gloucestershire—then forms county boundary between shires of Oxford, Buckingham, Middlesex, and Essex on the north and Berkshire, Surrey, and Kent on the south—general course west to east but with many windings—chief tributaries on north or left bank Cherwell, Thame, Lea—on south or right bank Kennet, Wey, Mole, and Medway.

Importance.—Very beautiful river above London, passing fine country and numerous interesting and beautiful cities and towns (most noteworthy Oxford and Windsor)—from London to sea one of the busiest waterways in the world.

C. *Write an essay on "The Mediterranean Sea" under the heads* (1) *"Position,"* (2) *"Commerce,"* (3) *"Importance,"* (4) *"Pleasure resorts."*

LESSON 51.

CONJUNCTIONS.

Therefore, still, only, however, yet, lest, unless.

A. *Fill in the blanks in the sentences given below with one of the connectives given above.*

1. The task seemed impossible, his determination — pulled him through.
2. The Jews refuse to hear us, and — we turn to the Gentiles.
3. Our troops easily carried the first line; the second line, — was the scene of desperate fighting.
4. Day after day passed without a ship being sighted, — we did not despair.
5. There were only salt springs on the island; we were — obliged to depend on the rainfall.
6. Pray unceasingly — ye fall into temptation.
7. I shall show you where the treasure lies, — you must keep the secret.
8. The treatment of the slaves was cruel in the extreme, — they bore it without complaint.
9. Reform your ways — a worse evil befall you.
10. Though the sacrifice be great, — the reward is greater.
11. There was a great rush of tourists to Europe, — we booked our places months in advance.
12. The cavalry charged again and again,—our ranks stood firm.
13. Though he slay me, — will I trust him.
14. I cannot please you, — I have tried to do so.
15. His case is truly a serious one — we must not despair.
16. You will fail — you work harder.
17. I will undertake the risk — I must be well rewarded.
18. I shall not return — I receive an urgent call.
19. — the weather improves we cannot stack the hay.
20. — the prosecutor can clearly prove the prisoner's guilt we must hold him innocent.
21. The danger increased hour by hour, — the boy did not desert his post.

LESSON 52.

GEOGRAPHICAL DESCRIPTION.

A. *Fill in the blank spaces with suitable words.*

1. The district in which one lives may be inland or — ; hilly or — ; moorland or — ; wooded or — ; picturesque or — ; sparsely peopled or — .
2. The people may be law-abiding or — ; thrifty or — ; industrious or — ; generous or — ; courteous or — ; refined or — ; engaged in mining, in — , or in — .
3. The roads may be winding or — ; undulating or — ; rough or — ; open to the sky or — ; bordered by hedgerows or — ; dusty in fine weather, and — in — weather.
4. The streets of a city may be spacious or — ; the houses handsome or — ; the thoroughfares crowded or — ; the places of interest few or — .
5. One may live in a hamlet, a village, a — , a — , or a — .

B. *Commit the following explanations to memory :—*

A **hamlet,** = *the smallest of villages;* **county town,** = *town in which are the chief courts of justice of a county;* **agricultural,** = *having to do with the tilling of the soil;* **pastoral,** = *having to do with sheep or cattle-farming;* **manufacturing,** = *making of goods;* **distilling,** = *making whisky or some other spirit;* **brewing,** = *making beer;* **engineering,** = *the making of engines, boilers etc.;* **mines,** *underground excavations where coal, iron, copper, etc., are got;* **quarries,** = *open excavations where stone is got.*

C. *Write an essay on "The District in Which I Live" under the heads of (1) "The Natural Features," (2) "The Village and the People."* Or *Write an essay on "The County in Which I Live" under the heads of (1) "Position," —(2) "Importance, Trade, Manufactures, Mines, or Ship-building"—(3) "Leading Towns and for what Each is Noted" — (4) "Natural Features of the County,"— (5) "Historical Associations" (if any).*

LESSON 53.

ESSAY-WRITING.

BIOGRAPHY.

Life of Oliver Cromwell.

A. *Write an essay on "Oliver Cromwell," using the following outline.*

Birth and boyhood.—Oliver Cromwell born at Huntingdon, 1599—many stories told of boyhood, but very little that may be taken as fact known.

Conversion to Puritanism.—At age of 20 married Elizabeth Bourchier—shortly after became one of the deeply religious people known as Puritans.

Connection with Parliament.—Elected to Parliament in 1628—soon evident that in Cromwell King Charles I. would meet one most determined opponent—but for interference of government Cromwell and other leading men of like mind would in disgust have quitted England for America—in Long Parliament which met in 1641 Cromwell much noticed for slovenly dress and rude plain speech.

Cromwell a leader in the Civil War.— Much done by Cromwell with his famous regiment of Ironsides to bring about the final defeat of Charles I.—both at Marston Moor and at Naseby issue of battle decided against Charles by Cromwell's horse-soldiers.

After king's execution fighting to be done both in Ireland and in Scotland—Cromwell carried through fighting with success—very strong government of England—rewarded with the title of Lord Protector—being displeased with Parliament dismissed members—for some time sole ruler of the country—rule, on the whole, just and wise—during his time, England held high place among nations of Europe.

Close of life.— Later days unhappy—old friends turned against him—victim of overwork and worry—fever overtook him and carried him off in sixtieth year of age.

B. *Write an essay on "George Stephenson the Engineer," under the heads of (1) "Birthplace and Boyhood," (2) "Youthful earnestness and ingenuity," (3) "Inventions," (4) "Work as Engineer," (5) "Close of life," "Character."*

LESSON 54.

DIRECT AND INDIRECT SPEECH.

Compare (a) and (b) in the pairs of sentences 1, 2, and 3

1. *(a)* "I am no traitor," said Wallace.
   (b) Wallace said that he was no traitor.
2. *(a)* "We must make another attempt," said the leader.
   (b) The leader said that they must make another attempt.
3. *(a)* "You are to take the enemy's guns," said the officer.
   (b) The officer said that they were to take the enemy's guns.

You will see that the words are given in the *(a)* sentences just as they were used by the speakers and with the use of the pronouns *I*, *we*, and *you*. This is called **direct speech.**

In the *(b)* sentences the words appear as told or reported by another person and, in this case, the pronouns *I*, *we*, and *you*, are all replaced by *they*. This is called **indirect or reported speech.**

The actual words said are **enclosed between inverted commas, and separated from the principal clause by a comma.**

Further, the **first word in direct speech usually takes a capital letter.**

B. Direct speech broken into two parts requires a double set of inverted commas.

Write the following sentences, using two sets of inverted commas :—

1. I am no slave, replied the Roman, that I should bear with such insolence. 2. Let us acquit ourselves like men, said the leader, and we shall succeed. 3. You may imprison my body, declared the accused; you cannot tame my spirit. 4. Is my son dead or wounded? asked the king. Neither, said the knight, but he is in great straits.

C. *Turn the sentences in B into indirect or reported form.*

D. *Turn the reported speech into the direct form. (The words to be changed are in italics).*

1. Paul asked *if that were* fit treatment for a Roman citizen. 2. The orator said *that they* [2] no longer *deserved* the right to vote. 3. The emperor's reply was *that they* [2] *had* betrayed *their* country *and that they* [2] *deserved to die.* 4. The little maid said *that they* [1] *were* seven. 5. The marquis replied *that his* [1] head *was* still *his* own.

(1) Use first person. (2) Use second person.

LESSON 55.

ESSAY-WRITING.

BIOGRAPHY.

Life of the Duke of Marlborough.

A. *Write an essay on "The Duke of Marlborough" from the following summary.*

Birthplace and youth.—John Churchill, better known in history as Duke of Marlborough, born at Ashe in Devonshire, 1650—when quite young got his first taste of fighting at Tangiers—made up his mind soldiering the business of his life, wisdom of his choice soon proved—at twenty-three won admiration of great general Turenne in the Low Countries.

Marriage.—1678, married Sarah Jennings, well-known lady of the Court—so able to secure large share of royal favour.

Marlborough and James II.—By his share in putting down Monmouth's rebellion, 1685, well and faithfully served his royal master James II.—deserted, however, to side of William III. at Revolution—some say his chief thought in life was to serve his own interests.

Marlborough and William III.—By William III. Churchill created Earl of Marlborough—rewarded with high promotion in the army—shortly after fell under suspicion of treason—for a time kept prisoner in Tower of London—soon released, but only after death of Queen back into favour at Court—through his wife on terms of warmest friendship with Princess Anne, heiress to throne.

Military successes.—On accession of Anne highest place in army conferred on Marlborough—in War of the Spanish Succession showed military genius of very highest kind—for famous victory over the French at Blenheim, in 1704, raised to rank of duke, and rewarded with noble palace built for him at Woodstock—greater part of period between 1704 and 1711 spent on Continent—victories of Ramillies, Oudenarde, and Malplaquet heaped glory on his name.

Fall.—Appearance of signs that both Duchess and himself had lost influence with the queen—Marlborough's enemies demanded that he should resign all offices—after career thus ungratefully ended lived out of England, in Holland—returned only towards close of Anne's reign.

Death and character.—Under George I. full return of royal favour—days of usefulness over—after eight years in retirement, died at Windsor in 1722

LESSON 56.

ESSAY-WRITING.

BIOGRAPHY.

Life of Nelson.

A. *Write an essay on "Nelson" from the following notes.*

Birth-place and youth.—Horatio Nelson born at Burnham Thorpe in Norfolk, 1758—many stories told of his fearlessness as a boy—certainly in after life the most daring British admiral.

Joins navy.—At twelve entered navy as midshipman—sailed in expedition to north polar regions in 1773—while serving in West Indies met lady to whom married in 1787.

Famous naval successes.—On outbreak of war between Britain and the French Republic began a long series of valuable services—as commander of *Agamemnon* took part in sieges of Bastia and of Calvi, losing an eye at the latter place—later, at Santa Cruz, right arm amputated—at battle of Cape St. Vincent showed extraordinary gallantry—rewarded for share in victory by being raised to rank of rear-admiral—in 1798 almost entirely destroyed French fleet in Aboukir Bay in Egypt, upsetting Napoleon's scheme for conquest of India—three years later destruction of the Danish fleet and the batteries of Copenhagen brought fresh renown and additional honours from parliament.

Death at Trafalgar.—Nelson's great victory over the French and Spanish fleets at Trafalgar in 1805 cost his life, but saved Britain from invasion—at Trafalgar on board the *Victory* flew famous signal "England expects every man to do his duty"—while dying thanked God that he had done his duty—dead body taken to England and buried in St. Paul's amid signs of respect and reverence from the whole nation—Nelson greatest British admiral.

B. *Copy the following contractions, and opposite each write the two equivalent uncontracted forms.*

Example:—Shan't = shall not.

aren't	doesn't	can't	haven't	couldn't
isn't	don't	won't	daren't	shouldn't

C. *Write an essay on "The Duke of Wellington" from the notes given you by your teacher.*

LESSON 57.

ESSAY-WRITING.

BIOGRAPHY.

Life of Napoleon.

Write an essay on "Napoleon" from the following notes.

Birthplace and early training.—Napoleon Bonaparte born at Ajaccio, in Corsica, 1769—trained for a soldier's career—among companions inclined to be silent and somewhat gloomy—showed most ability in mathematics—terrible Revolution of 1789 gave chance required to let him prove himself a leader of armies.

Military genius.—Genius shown in 1793 at the capture of Toulon from British—power to decide quickly and act promptly shown in 1795—saved Paris from mob rising.

Rapid rise to power.—Married Josephine Beauharnais, 1796—a few days after set out to take command of army in Italy—owing to ingenious plans, swiftness of movement, and fearlessness in attack, Italian campaign marked by extraordinary success—in 1794, France and Britain at war—Napoleon's bold idea of fighting Britain by attack on India—plans upset by destruction of French fleet in Aboukir Bay—on return to Paris, Napoleon chief ruler of France as First Consul—undertook double task of setting up good government in France and of punishing hostile nations—Austria's defeats at Marengo and Hohenlinden followed by treaties of peace with most of the nations of Europe—peace of 1802 used by Napoleon in reforming civil, commercial, and military laws throughout France—soon war once more the main business of Napoleon's life—Austria, Naples, and Prussia in turn defeated, and Europe under despotic emperor.

Fall.—Naval battle at Trafalgar, Peninsular War, and invasion of Russia, showed that France was not beyond defeat—crushing defeat of Napoleon at Leipzig in 1813—glory and power at an end—forced to retire to island of Elba, but absence from France short—suddenly reappeared in France in 1815—soon again at head of powerful army—completely crushed at Waterloo—prisoner of British government—sent to St. Helena—died there 1821.

LESSON 58.

PUNCTUATION MARKS.

Parenthesis, Dash, Colon, Continuation Mark.

A. A word, phrase, or clause interjected into a sentence as an explanation or as an interruption is often put between parentheses [( )], as "If he comes (but I don't think he will) I shall be ready." Such words are often themselves called a parenthesis. Sometimes two dashes are used instead of brackets, as "If he comes—but I don't think he will—I shall be ready. When the parenthesis comes at the end of a sentence only one dash is required.

In the sentences below pick out the word or phrase of explanation and place between parenthesis marks or dashes, or mark off by one dash if it occurs at the end of the sentence.

1. A seat in Parliament and that was his one ambition in life was found for him at last. 2. The camel the so-called ship of the desert carries a formidable load. 3. We travelled for miles over thick layers of leaves of every shape and hue a veritable natural carpet. 4. In the fields and meadows gambol the lambs of hundreds of flocks true emblems of innocence and happiness.

A colon (:) is often used without a conjunction between two statements when the second statement explains or strengthens the first.

B. *Insert a colon between the two statements in each of the following pairs.*

1. The attack grew feebler exhaustion was beginning to tell. 2. The surrounding country is blackened smoke pours without ceasing from countless chimneys. 3. In the height of danger he became cool and collected his fearlessness grew as risk increased. 4. I have had misfortunes in plenty trouble is no stranger to me.

A colon with a dash (:—), called a continuation mark, is used before a list of things.

C. *Insert a colon or a continuation mark before each list of names.*

1. My last order was Scott's Poems, Byron's Poems, and Lamb's Essays. 2. Send me by morning delivery 2 lbs. tea, 4 lbs. butter, and 2 dozen eggs.

LESSON 59.

PHRASE FOR PHRASE—PARAPHRASING.

A. *Give in your own words and as shortly as you can the meaning of*

boundless deep; matchless fortitude; sculptured portal; disconsolate countenance; perilous undertaking; assembled multitude; symptoms of distress; saturated garments.

B. *Give sentences the same in meaning as those below.*

1. The transport of merchandise is variously effected. 2. With the first faint streak of dawn the combat was renewed. 3. The sunlight filtered through the interstices of the shutters. 4. It was a sublime spectacle to watch the shades of night gradually obscuring the loftiest pinnacles. 5. His sockless feet were encased in shoes that had seen considerable service.

C. *Paraphrase the following:—*

(*a*) Near yonder copse, where once the garden smiled
And still where many a garden flower grows wild,
There, where a few torn shrubs the place disclose,
The village preacher's modest mansion rose.

(*b*) I love thee when thy swelling buds appear,
And, one by one, their tender leaves unfold,
As if they knew that warmer suns were near,
Nor longer sought to hide from winter's cold;
And when with darker growth thy leaves are seen
To veil from view the early robin's nest,
I love to lie beneath thy waving screen
With limbs of summer's heat and toil oppressed.

(*c*) Then came the jolly summer, being dight[1]
In a thin silken cassock coloured green,
That was unlined all, to be more light;
And on his head a garland well beseen[2]
He wore, from which as he had chauffed[3] been,
The sweat did drop; and in his hand he bore
A bow and shafts, as he in forest green
Had hunted late the leopard or the boar,
And now would bathe his limbs, with labour sweated sore,

[1] dressed, [2] suitable, well-chosen. [3] heated.

LESSON 60.

ESSAYS ON ABSTRACT SUBJECTS.

Write an essay on "Honesty" from the following notes.

What Honesty means.—"Honesty is the best policy" a saying as familiar as true—meaning of honesty, giving to every man his due, and not claiming or taking more than one's own—honesty found by experience necessary if people are to live together and to have dealings with one another in buying and selling—ages ago importance of honesty taught in the commandment, "Thou shalt not steal"—law as binding to-day as 4000 years ago—among savages as among wild animals strong robs weak and honesty not enforced by law—among civilised nations honesty as far as possible enforced by law, stealing and many other forms of dishonesty regarded and treated as crimes—honesty one of the most highly esteemed of virtues—"honest poverty" the proud boast of thousands who would rather starve than steal.

Honesty the best policy.—At every stage in life occasions when one has to choose between honesty and dishonesty—dishonesty seldom and not for long found to "pay"—in childhood must not pilfer from parents or take what is not ours lest habit of dishonesty should grow and cause grief to those we love—among bankers, merchants, and shopkeepers "pays best" to be honest—dishonesty cause of loss of respect, and loss of business or of employment—credit principle in business only possible because buyer and seller believe in honesty of one another—buyer believes quality of goods what it is said to be and that merchant will supply correct weight or measurement—seller supplies goods on credit for weeks or for months trusting to honesty of customers for payment in due course.

B. *With the help of the notes below write an essay on "Regularity and Punctuality."*

Regularity.—Regularity a law of the universe—earth, moon, and stars regular in their courses—day and night, the ebb and flow of the tides, the seasons follow one another regularly—the law of regularity adopted by mankind—work done regularly day by day and season by season—household work based on regularity—even the pastimes of children controlled by the law of regularity—regularity means method—more work done, confusion avoided—familiar phrases, *regular* service of trains and steamers—public trust to regularity in the supply of markets and of daily requirements—vexation and annoyance when regularity is violated.

Punctuality.—Frequently mentioned along with regularity—the one virtue the supplement of the other—a feature of civilised nations—made possible by clocks and watches—punctuality demanded at school—lateness an offence—punctuality essential in business—appointments must be kept punctually—punctuality in private and in social life—train and steamer service based on punctuality—the discomforts and vexations of the unpunctual man—the pleasure and comfort of being in time.

LESSON 61.

ESSAYS ON ABSTRACT SUBJECTS.

Write an essay on "Courage," using the following notes.

What Courage is.—Courage a quality of the mind—leads people to face danger—some people by nature full of courage, others timid and shrinking—courage increased by exercise—every danger faced, every difficulty overcome adds to courage—thus danger robbed of terror and coward taught to face perils without flinching—courage in others admired and imitated.

Where and when courage is wanted.—Soldiers need courage—some found ready to risk almost certain death to rescue comrade or to lead dangerous charge—courage called for by life on sea especially in times of storm and shipwreck—hence among sailors and lifeboatmen to be found most courageous of men—danger by fire faced by firemen and explosions in mines braved by miner—death by foul gas risked by him in efforts to save fellow miner shut up within mine—dangers requiring courage of almost daily occurrence in our large cities.

Besides courage leading men and women to face risk to life or limb another kind of courage neither so easily shown nor so generously rewarded—this the courage to resist temptation or to break with evil companions—this often called moral courage—best reward for this given by conscience.

A. *Write an essay on "Good Manners" from the notes below.*

What is meant by good manners.—Manners one's way of behaving towards others—words gentle and civil or unkind and rude—actions considerate or selfish—thoughts generous or mean—*good* manners based on civil words, unselfish acts, generous thoughts—good manners to avoid giving offence even to inferiors — outward forms of good manners — respectful salutations, civility of speech, readiness to do small services, recognition of services done—good manners equally possible to rich and poor—good manners at table.

What good manners do.—Sweeten life—make pleasant daily intercourse—make for peace and friendship—promote business—set people at ease—enable men to differ without losing esteem for one another

LESSON 62.

MISCELLANEOUS EXERCISES.

A. *Write in simpler words.*

1. Your adventurous plan must be relinquished forthwith. 2. The gold-digger acquired fabulous wealth. 3. We enquired but could not ascertain what had transpired * at the conference. 4. The attack was frustrated by the superior disposition of our troops. 5. The employees perform their tasks with the greatest alacrity.

B. *Give the meaning of these sentences in simpler or less figurative words.*

1. Remote from towns he ran his godly race. 2. The red streamer that heralds the day. 3. The wandering mariner views not a realm so fair. 4. The sign of battle flew on the lofty British line (of ships). 5. Each gun from its adamantine lips spread a death shade round the ships. 6. Every turf beneath their feet shall be a soldier's sepulchre.

C. *Supply the punctuation for these sentences.*

1. No more there is no more he said to lift the sword for now. 2. That hand was cold a frozen thing it dropped from his like lead. 3. And is mine one said Abou nay not so said the Angel. 4. Woe's the day he sadly said.

D. *Correct the following faulty sentences.*

1. One must not forget that they have to respect the customs of foreign nations. 2. If anyone wants to enjoy the morning freshness they must rise betimes. 3. Everybody should try to keep themselves strong and healthy. 4. Air is more easy cooled than water. 5. A swallow flies much quicker than a crow.

A. *Correct the following where necessary.*

1. Not only does the crops need sunshine, they require moisture too. 2. The noise of the waves drown our voices. 3. Camels have soft spreading feet to enable it to walk over the soft sand. 4. He departed from the principles he was brought up to. 5. There are some fish live in fresh water. 6. There's a porter sits at the gate. 7. There are many plants will grow only in hot-houses.

* Notice that "transpire" is very often incorrectly used instead of "happen." "Transpire" means "to become known gradually or indirectly."

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